West Virginia Wesleyan College

UNDERGRADUATE AND GRADUATE

2008-2009 CATALOG

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West Virginia Wesleyan College

UNDERGRADUATE AND GRADUATE 2008 - 2009 CATALOG

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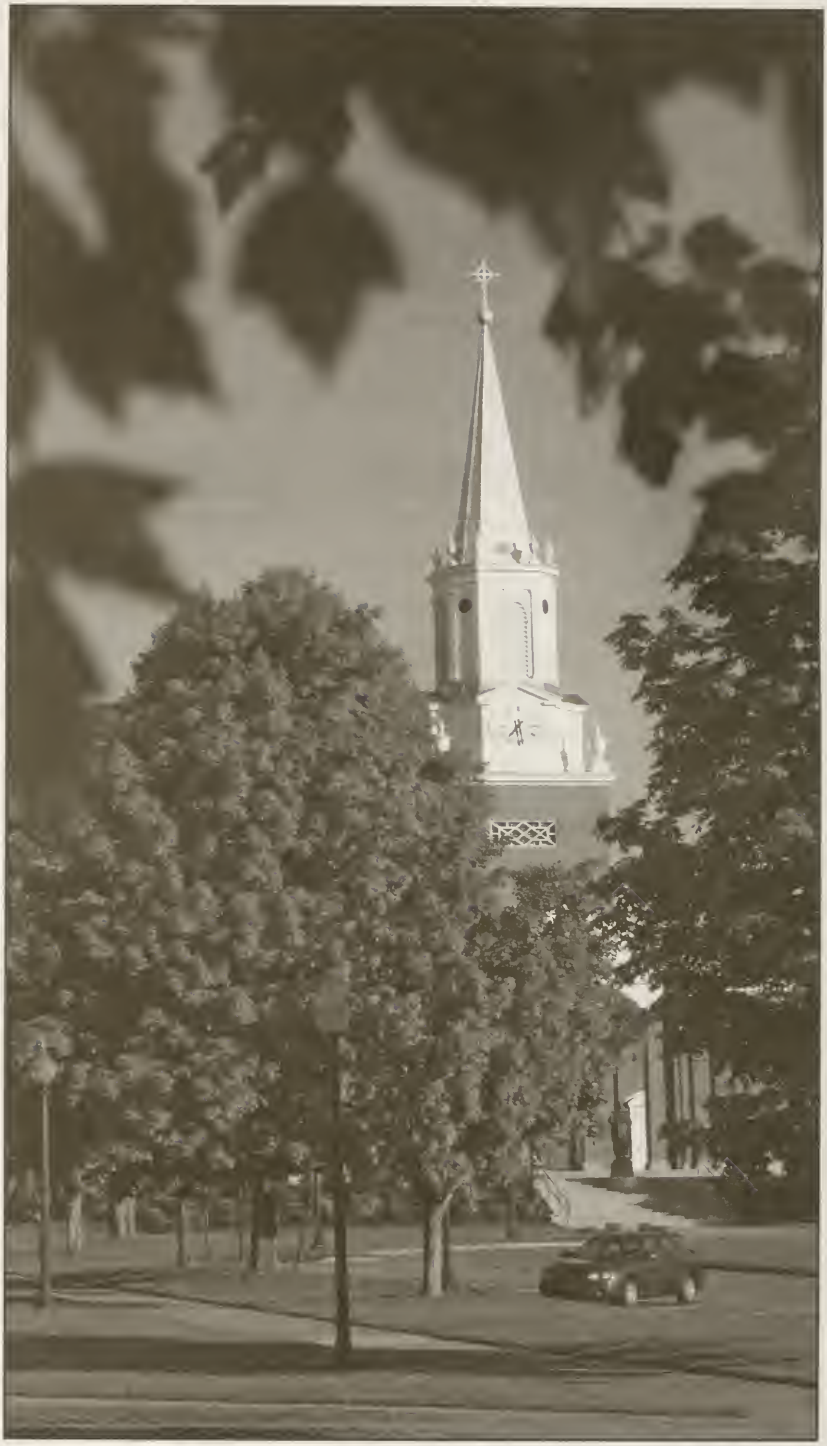
West Virginia Wesleyan College, a private educational institution, is committed to the principle of equal opportunity for all qualified persons, welcomes students of all backgrounds and takes pride in the diversity of its faculty and staff. It assures students of access to all the privileges, programs and activities generally accorded or made available at the College. West Virginia Wesleyan College strongly supports affirmative action principles and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, disability, or religious affiliation in the administration of its educational programs, admissions policies, financial aid programs, athletics, co-curricular activities or other College administered programs.

In accordance with the Student Right to Know and Campus Security Act, complete information regarding campus security policies and campus crime statistics can be obtained from the Vice President for Student Affairs.



Contents

College Calendar 2008-2009 4

West Virginia Wesleyan College 7

Academic Program 13

Undergraduate Programs Instructional Offerings 25

Graduate Programs Instructional Offerings 141

Academic Policies 156

Student Life 165

Admission 175

Expenses and Financial Aid 179

Register 190

Index 202

The *West Virginia Wesleyan College Catalog* is published by West Virginia Wesleyan College, Buckhannon, West Virginia 26201-2998. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. The College reserves the right to make and designate the effective date of changes in curriculum, course offerings, fees, requirements for graduation and other regulations, at any time such changes are considered to be desirable or necessary.

College Calendar 2008-2009

2008 FALL SEMESTER

August	16	Saturday	Orientation for new students begins
	17	Sunday	Residence halls open for returning students (2 pm)
	18	Monday	Registration
	19	Tuesday	Classes begin (8 am)
	25	Monday	Deadline: Schedule changes and late registration
			Deadline: Pass/Fail application
September	1	Monday	Labor Day Recess
	10	Wednesday	Deadline: Withdrawing from first quarter classes
	20	Sat.-Sun.	Family Weekend
	29	Monday	Deadline: Incomplete grades from Spring Semester and Summer School due in Registrar's Office
	30	Tuesday	Progress Reports due in Registrar's Office
October	3	Friday	First-quarter classes end
	6	Monday	Second quarter classes begin
	10	Friday	Founders Day (classes cancelled for 11:00 convocation; all other classes meet)
	11	Saturday	Homecoming
	13	Monday	Deadline: Adding/dropping second quarter classes
	16-17	Thu-Fri	Fall Recess (classes dismissed)
	21	Tuesday	Deadline: Withdrawing from full semester classes
	22-13	Wed-Thu	Preregistration
	29	Wednesday	Deadline: Withdrawing from second quarter classes
November	21	Friday	Thanksgiving Break begins (5 pm)
	30	Sunday	Residence halls open (12 noon)
December	1	Monday	Classes resume (8 am)
	5	Friday	Last day of classes
	8-11	Mon.-Thu.	Final examinations
	11	Thursday	Residence halls close (5 pm)
	15	Monday	Final grades due in Registrar's Office

2009 SPRING SEMESTER

January	5	Monday	Residence halls open (12 noon)
	6	Tuesday	Registration
	7	Wednesday	Classes begin (8 am)
	13	Tuesday	Deadline: Schedule changes and late registration
			Deadline: Pass/Fail application
	29	Thursday	Deadline: Withdrawing from first quarter classes
February	17	Tuesday	Deadline: Incomplete grades from
			Fall semester due in Registrar's Office
	18	Wednesday	Progress reports due in Registrar's Office
	20	Friday	First quarter classes end
	23	Monday	Second quarter classes begin
	27	Friday	Spring Break begins (5 pm)
March	8	Sunday	Residence halls open (12 noon)
	9	Monday	Classes Resume (8 am)
	13	Friday	Deadline: Adding/dropping second quarter classes
	18	Wednesday	Deadline: Withdrawing from full-semester classes
	26	Thursday	Deadline: Withdrawing from second quarter classes
April	10	Friday	Good Friday recess
	13	Monday	Easter Monday recess
	14	Tuesday	Classes resume (8 am)
	18-19	Sat.-Sun.	Spring Weekend
	24	Friday	Last day of classes
	25	Saturday	Admission Open House
	27-30	Mon.-Thu.	Final Examinations
	30	Thursday	Residence halls close for non-graduating
			students (5 pm)
May	2	Saturday	Baccalaureate
	3	Sunday	Commencement
	4	Monday	Final grades due in Registrar's Office

MAY TERM 4 WKS FOR ON-CAMPUS COURSES; 3 WKS FOR INTERNATIONAL TRAVEL COURSES

May	4	Monday	Registration; Residence Halls open (2pm)
	5	Tuesday	Classes begin
	25	Monday	Memorial Day Holiday; no class
	29	Friday	Final Examinations

SUMMER SESSION - 4 WEEKS

June	1	Monday	Registration, residence halls open (2 pm)
	2	Tuesday	Classes begin
	26	Friday	Final examinations

West Virginia Wesleyan College

Unite the pair so long disjoined, knowledge and vital piety.
--Charles Wesley

Statement of Mission

West Virginia Wesleyan College challenges its students to a life-long commitment to develop their intellectual, ethical, spiritual, and leadership potential and to set and uphold standards of excellence. Firmly rooted in the liberal arts tradition and closely related to The United Methodist Church, the College is a community of learning based on fundamental principles formed at the intersection of Christian faith and liberal education: intellectual rigor, self-discovery, human dignity, mutual support, social justice, self-discipline, mental and physical wellness, the appreciation of diversity and the natural world, and the judicious use of resources. The College recognizes and affirms its interdependence with the external communities--local, regional, national, and global - and its covenant with the people of West Virginia to share its educational and cultural resources.

West Virginia Wesleyan College prepares its students through its curriculum of arts and sciences, preprofessional and professional studies, and its rich campus life program. As a residential, undergraduate institution of higher education, the College aspires to graduate broadly educated men and women who

- Think critically and creatively,
- Communicate effectively,
- Act responsibly, and
- Demonstrate their local and world citizenship through service.

A Brief History

The mission of West Virginia Wesleyan College is reflected in good measure in its name. Its founding in 1890 by the West Virginia Annual Conference of the Methodist Episcopal Church climaxed a 16-year effort to establish a center of learning in the then-young state that would reflect the values of the Methodist community, meet the church's need for an educated leadership, and provide an educational resource for the general citizenry of the state and region.

Although the founders were always loyal to these overarching principles, the immediate catalyst for the College's establishment was perhaps less lofty: by 1882,

Methodists believed they had "lost control" of West Virginia University in Morgantown, leading to an exodus from the state university of Methodist students who now sought an educational alternative.

Originally known as the West Virginia Conference Seminary, the new school opened September 3, 1890, in a splendid new three-story brick building located on the present site of the Lynch-Raine Administration Building. (The original building was destroyed by fire in 1905 and replaced the following year by the current structure.) In keeping with the tradition of seminaries or academies of the day, it offered largely pre-college instruction. Bennett W. Hutchinson, a graduate of Ohio Wesleyan University and Boston University School of Theology and an ordained minister, came from Massachusetts to accept the presidency. Mr. Roy Reger of Buckhannon was the first of 201 students to enroll that first year.

Full-fledged college work was initiated in 1900 and gradually expanded until the first baccalaureate degrees were awarded in 1905. After one year as Wesleyan University of West Virginia, the name was officially changed in 1906 to West Virginia Wesleyan College, in honor of Methodism's founder, John Wesley. Pre-college work continued through 1922-23, when it was deemed no longer necessary due to the growth of high schools in the state.

The early beginnings of the College were modest, and the fledgling school was frequently plagued by debt, debt that became particularly threatening during the Great Depression of the 1930s. But the shortage of fiscal resources never dampened the vision of the College community and its supporters. By 1939, when the three major Methodist bodies united to become the Methodist Church, leaders of the College dreamed of making Wesleyan the outstanding liberal arts college in the state--a challenging vision for a financially struggling college of fewer than 500 students.

Historians of the College credit Thomas W. Haught, an 1894 graduate of the Seminary, 20-year academic dean (1909-1929), long-time faculty member, and three-time acting president, as one of Wesleyan's most influential champions of academic excellence. In addition to strengthening the faculty and the emphasis on academics, he led efforts to achieve initial accreditation by the North Central Association of Colleges and Secondary Schools in 1927.

For many, the presidency of Dr. Stanley H. Martin (1957-1972) marks the period of the College's most dramatic growth, measured in student enrollments, increasing academic stature, and an expanding physical plant. It was largely his vision that gave the campus its present Georgian character. Annie Merner Pfeiffer Library, Benedum Campus Center, Benedum Hall (originally named New Hall), Christopher Hall of Science, Doney Hall, Jenkins Hall, Holloway Hall, Martin Religious Center, Middleton Hall, McCuskey Hall, and Wesley Chapel are tangible expressions of the expansion that characterized President Martin's tenure.

Following the successful tenure of Dr. Martin, John D. Rockefeller IV served as Wesleyan's President from 1973 to 1975. The current gymnasium and athletic center was completed during his tenure. For a period of time, it was referred to on campus as "The New Gym," but was renamed the John D. Rockefeller IV Physical Education Center after his departure in 1975. Immediately following his tenure at Wesleyan, Rockefeller served as Governor of West Virginia from 1977 to 1985 and went on to serve as the Junior Senator from West Virginia in the United States Senate.

During the 1980's, Wesleyan offered its first graduate degree program in business administration and added the Camden Residence Hall Complex. The French A. See Dining Center was constructed in the mid 1990's to provide a centralized location for students to dine and socialize each day. Extensive financial resources were also in-

vested in information technology, with an emphasis on academic instruction during this decade. The College became one of the first institutions in the nation to require students to have laptop computers.

Many features of modern campus life at Wesleyan have long traditions. An example is football, which was introduced in the pre-college seminary in 1898. The school colors of orange and black go back to that very first game, when fullback and team captain Frank Thompson wore a turtleneck sweater in Princeton University's orange and black to honor two football greats of that university. A more comprehensive athletic program was formally organized at the collegiate level in 1902. Early sports included football, baseball, basketball, and gymnastics -- for men only. In 1996, Wesleyan received the Sears and Roebuck Award for the most successful athletic program in the nation. From 1992 to 2005, Wesleyan captured the West Virginia Intercollegiate Athletic Conference's Commissioner's Cup as the most successful athletic program.

Music was an important part of campus life, beginning in 1890 when two pianos and an organ were installed in the seminary's new building. In 1902, the current Annex Building was constructed as the Conservatory of Music, the College's first building dedicated solely to academic purposes. The school's "unofficial" anthem "My Home Among the Hills," written by former trustee E.W. "Bill" James, is sung at every school ceremony. The song has been used at special functions throughout the state, including the governor's inaugural ceremonies.

The Greek system was initiated on campus in 1925, when the Board of Trustees authorized the establishment of two sororities and three fraternities. And as early as 1910, the Wesleyan Volunteer Band--followed in 1930 by the Student Volunteer Movement--established a tradition of service among Wesleyan students, concentrating in those early years on foreign missions of the Christian church, but also maintaining strong ties to the local community. Community service programs have been expanded to become an integral part of the College's student life program.

Much has changed in higher education and in West Virginia since West Virginia Wesleyan College was established. Yet the founders would recognize much of today's curriculum and many of today's campus traditions as worthy continuations of their early efforts.

Learning Environment

West Virginia Wesleyan College offers exceptional technological and physical facilities to create an environment ideally suited for teaching and learning. The elegant steeple and classic Georgian design of Wesley Chapel set the architectural style of the campus, while a partnership with Dell to provide a student purchase ubiquitous computing program form the keystone of a comprehensive technology infrastructure.

The oldest of Wesleyan's 32 buildings is Agnes Howard Hall, built in 1895 and listed on the National Register of Historic Places. It is one of ten residence halls on campus. Among the College's newest facilities are the French A. See Dining Center, completed in 1995, and the Benedum Campus Center, renovated in 1997. Together with the Chapel and Religious Center, the Physical Education Center, and other special facilities described elsewhere in this publication, these buildings set in the park-like atmosphere of the campus offer students an attractive place to live and work.

Key academic buildings of the College include Christopher Hall of Science, home of Wesleyan's outstanding programs in biology, chemistry, computer science, engineering physics, environmental science, mathematics, physics, and psychology. Modern,

well-equipped laboratories complement the building's planetarium, herbarium, and greenhouse. McCuskey Hall, housing the art department, has studios for painting, drawing, ceramics, and printmaking as well as a computer lab for graphic design. McCuskey also houses Sleeth Gallery, which sponsors regular visiting artists workshops, and curated exhibitions.

The Loar Memorial Building provides classrooms, practice rooms, and private studios for vocal and instrumental faculty in the Department of Music. Its recital hall seats audiences of 165 for performances and serves as rehearsal space for the department's many ensembles. Its memorial lounge provides an attractive setting for formal gatherings. In keeping with Wesleyan's commitment to educational technology, Loar Memorial Building has a computer music lab integrating personal computers with instrumental keyboards for music composition, sequencing, analysis, and performance in an interactive group setting.

INFORMATION TECHNOLOGY

West Virginia Wesleyan College requires that each entering student have a notebook computer. This requirement is facilitated by a student purchase plan offered through a partnership with Dell Corporation. Through this partnership a student chooses from 3 "Wesleyan Configured" models. The models include a base model, a mid-level model, and a high-end model. Each system comes preloaded with a "Wesleyan Software Image" and includes a 3 year warranty and a 3 year accidental damage insurance policy. The College's helpdesk is an authorized Dell repair facility; so that all repairs on the notebook computers are handled locally. Faculty also have notebook computers, so that technology is readily integrated in coursework. A high-speed fiber optic network, which utilizes Gigabit Ethernet backbone and switched Ethernet technology to link all buildings on campus, provides connectivity to the Internet. With more than 80 miles of network wiring and local wireless network functionality, students and faculty have access to the Internet and campus electronic resources from any residence hall room, classroom, laboratory, faculty office, meeting room, or other social space. The Computer Center, in Christopher Hall, houses additional computing facilities to support instructional and administrative computing and high-speed printing. All classrooms support either fixed or portable computer projection, and some classrooms have electric power and network connections at every seat for notebook users.

The Annie Merner Pfeiffer Library provides digital, multimedia, and print information sources in support of teaching and learning at the College. Library resources, including the catalog, electronic books and journals, reserve readings, digital collections, and reference tools, are available on the campus network around the clock. The Library has over 150,000 print titles, 100,000 electronic books, 15,000 electric journal titles, and 10,000 media materials in its collections. An expert staff guides users in efficient use of traditional and electronic library resources. In addition to its collections and research services, the Library offers media viewing facilities, areas for group study, wireless network connectivity throughout the building, and a quiet place for reading and reflection.

Together, the technological and physical facilities at West Virginia Wesleyan College provide an outstanding setting for college life. They are a significant resource for a college program that prides itself on its excellent educational offerings, its outstanding faculty, and its wide variety of cultural, social, and athletic events.

WESLEYAN ACCREDITATION

West Virginia Wesleyan is accredited by The Higher Learning Commission, A Commission of the North Central Association of Colleges and Schools (30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; telephone 1-800-621-7440) and approved by the University Senate of The United Methodist Church. It is a member of the National Association of Schools of Music and is approved by the West Virginia Department of Education and the National Council for the Accreditation of Teacher Education (2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; telephone 1-202-466-7496). The College participates in the Interstate Certification Project, whereby a number of states certify teachers graduating from Wesleyan's Department of Education. The nursing program is accredited by the National League for Nursing Accrediting Commission (350 Hudson Street, New York, NY 10014; telephone 1-800-669-9656 ext. 153) and approved by the State of West Virginia Board of Examiners for Registered Nurses. The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Degree programs offered in business and economics, including the Master of Business Administration program, are accredited by the International Assembly for Collegiate Business Education.

The College holds membership in the Appalachian College Association, The National Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, the National Association of Schools and Colleges of The United Methodist Church, Campus Compact, and the Council of Independent Colleges.

Wesleyan's athletic programs are affiliated with the West Virginia Intercollegiate Athletic Association and the National Collegiate Athletic Association, Division II.

Academic Program

Academic Advising

During the first semester of the freshman year, students are advised by their First Year Seminar instructor. Thereafter, each student is assigned a faculty advisor in his or her field of study or in a related field. Education is ultimately the responsibility of the learner, but students undecided about a major are assigned advisors who will help them explore their personal interests and set appropriate educational goals. The advisor's input to the student's schedule enhances student awareness of how each semester's schedule contributes to overall progress towards graduation. The Director of the Academic & Career Center and the Center's advising staff are available to assist students and to support the role of the major advisor.

Plan of Study

The academic program at West Virginia Wesleyan College consists of three components: the major, general education courses, and further electives for the exploration of a wider scope of topics. The total academic experience derives from and is designed to fulfill the Statement of Mission (page 9).

General Education Program

The general education curriculum is designed to assure that each graduate of West Virginia Wesleyan College has achieved a broad educational foundation that includes meaningful engagement with the principal areas of human inquiry. The knowledge and skills derived from this broad-based education are the mark of an educated person, and help prepare the student for the demands of life after graduation. Students select courses from a range of choices which satisfy requirements of the general education program. Students are encouraged to satisfy some requirements by electing upper-division courses (300-level). Students pursuing an Honors Degree should refer to requirements of the Honors Program (page 20).

General Education Connections Curriculum

West Virginia Wesleyan College seeks to fulfill its mission of preparing students for their lives and vocations through a rich array of curricular and co-curricular offerings. Each candidate for graduation is required to satisfy the following distribution requirements; no single course may satisfy more than one general studies requirement. The General Education Program connects students to the four main goals of the institution in the following areas:

1. Think Critically and Creatively. We believe that the ability to gather appropriate information and to analyze and synthesize these data is the key to understanding and solving the ever changing and complex problems of today's world. Courses in this section are aimed toward developing in our students a mode of thinking about a variety of subjects and problems in a way that continually questions and improves the quality of their thinking.

Experimental Inquiry (3-6 hours)

- Two laboratory courses in the physical or biological sciences for students seeking a B.S. degree. (6 hours)
- One laboratory course in the physical or biological sciences for students seeking a B.A. or B.M.E. degree. (3 hours)

Quantitative Inquiry (3-4 hours)

- One course in mathematics (100-level or above) (3 hours) **OR**
  PSYC 225 Introductory to Statistics for Social Sciences (3 hours) **OR**
  PSYC 230 Statistics and Methodology in the Behavioral Sciences (4 hrs.)

Humanities (6 hours)

- INDS 120 Introduction to the Humanities (3 hours)
  (To be taken during the freshman or sophomore year)
- One course in Literature (3 hours)

Aesthetic Expression (3 hours)

- Three semester hours in a single fine art selected from art, dance, music or theatre.
  Options:
  a. One three-hour course
  b. One two-hour course and a one-hour performance credit
  c. Three one-hour performance credits

2. Communicate Effectively. We believe that preparation for life in the modern world requires communication with a cross section of diverse people who often have conflicting needs and interests. Courses in this section are aimed at developing effective written and oral communication that are crucial for cultivating and maintaining a sense of community and an ability to develop consensus in an increasingly diverse and complex world.

Written Expression (3-8 hours)
(The first three to be taken in sequence upon entering Wesleyan)
A grade of C or better is required in Composition I and II and Fundamentals of Oral Communication.

- ENGL 101 Composition I (3 hours)
- ENGL 102 Composition II (3 hours)
- ENGL 319 Advanced Composition (2 hrs) **or** enrollment in an approved departmental senior seminar or writing course (courses satisfying this requirement will be noted in the course descriptions in the college catalog.)

Oral Expression (3 hours)

- COMM 211 Fundamentals of Oral Communication (3 hours)

Note: COMM 211 is taken in sequence after ENGL 102.
A grade of C or better is required in Fundamentals of Oral Communication.

3. Act Responsibly. We believe that students learn to act responsibly by studying what society considers to be right and wrong, by investigating the origins of ideas and beliefs, and by learning about and experiencing the results of the application of these ideas and beliefs in their lives and the lives of others. Courses in this section are aimed toward developing and enhancing the student's sense of responsibility to himself/herself and to others.

Religious and Philosophical Inquiry (6 hours)

- One course in Philosophy (3 hours)
- One course in Religion. (3 hours)

OR one of the following:

a. CHED 210 Leadership in the Church (3 hours)
b. CHED 250 Introduction to Worship (3 hours)
c. CHED 270 Spiritual Disciplines for Church Leaders and Educators (3 hours)

Physical & Mental Well-Being (3 hours)

- One course selected from:

PHED 110	Exercise and Weight Control (3 hours)
PHED 120	Women's Wellness (3 hours)
PHED 130	Personal and Community Health (3 hours)
PHED 140	First Aid and Safety (3 hours)
PHED 201	School Health (3 hours)
PHED 240	Fundamentals of Human Nutrition (3 hours)

4. Demonstrate Local and World Citizenship Through Service. We believe that collaboration with and service to the larger community lead to the mutually beneficial exchange of knowledge and resources and are essential for enhancing the value of life in a world of conflicting needs and interests. Courses in this section, as well as many of Wesleyan's co-curricular activities and programs, are aimed at instilling in our students the understanding that, as members of the world community, they have a lifelong vocation to serve.

United States Cultural Studies (3 hours)

- One course selected from:

COMM 121	Intercultural Communication Within the United States
ENGL 245	American Ethnic Literature
ENGL 248	Appalachian Literature
ENGL 275	Studies in Gender: Women's Studies
HIST 239	History of West Virginia
HIST 244	History of Multicultural America
HIST 251	U.S. Women's History
HIST 252	Women's Rights Movement in America
HIST 253	Motherhood in American History
HIST 269	African-American History
POLS 230	Gender and Politics
RELG 212	Issues in Feminist Theology
SOCI 210	Appalachian Studies
SOCI 243	Race, Class, and Power
SOCI 245	Native American Holocaust
SOCI 248	Sex and Gender

Note: A limited, changing selection of other courses from the humanities, fine arts and social sciences may satisfy this requirement. A current listing of approved courses is available in the Office of the Registrar and on the General Education Webpage.

International Cultural Studies (3 hours)

- One course selected from:

BUSI 234	International Business Management
BUSI 244	International Business Marketing
COMM 220	The Cultural Impact on Organizations
ENGL 230	Non-Western Literature: African
ENGL 231	Non-Western Literature: Asian
ENGL 232	Non-Western Literature: Others
FRCH 102	Introductory French II (or higher)
HIST 161	Introduction to the Non-Western World
HIST 270	People's Republic of China
HIST 273	Japan Since 1868
HIST 358	History of Modern Middle East
INDS 130	Modern Latin America
MUSC 207	Music in Nineteenth and Twentieth Century Russia
POLS 225	Model United Nations
POLS 240	African Politics
POLS 325	Comparative Developing States
POLS 347	Human Rights
RELG 240	Judaism and Islam
RELG 245	Hinduism and Buddhism
SOCI 305	Global Minorities
SOCI 308	Global Peace and Conflict

NOTE: A limited, changing selection of other courses from the humanities, fine arts and social sciences may satisfy the requirements for U.S. and International Cultural Studies. A current listing of approved courses is available in the Office of the Registrar.

Social Sciences (6 hours)

- One course selected from HIST 101, 102, 121, 122 (3 hours)
- One course selected from Criminal Justice, Economics, Geography, Political Science, Psychology, Sociology (3 hours)

Major Program

Each student is required to complete a major program of study in order to graduate. The purpose of the major is to offer the experience of in-depth study. As students learn more about a particular body of knowledge, they are able to build upon prior learning and ask questions that will lead them toward greater competence in the discipline. The major also prepares students for graduate study or for employment after graduation.

The College offers majors in the following fields. Specific course requirements may be found under Instructional Offerings. Some fields offer more than one degree option within the major.

Although not required, a student has the option of declaring a major and minor(s) or a double major. In the case of a double major, a student must declare a primary major which will determine the degree awarded, and complete requirements for both majors. Students with double majors must complete the senior capstone experience in each major. See Policies under Requirements for Graduation on page 23.

Bachelor of Arts

Art
Arts Administration
Chemistry
Christian Education and Church Leadership
Communication Studies
Criminal Justice
Education
Educational Studies
English
Environmental Studies
History
International Studies
Media Studies
Music
Philosophy
Philosophy and Religion
Physics
Political Science
Psychology
Pre-Art Therapy
Public Relations
Religion
Sociology
Theatre Arts

Bachelor of Science

Accounting
Athletic Training
Biology
Business Administration
Chemistry
Computer Information Science
Computer Science
Economics
Environmental Science
Exercise Science
International Business
Management
Marketing
Materials Chemistry
Mathematics
Physical Education
Physics

Bachelor of Fine Arts

Musical Theatre
Theatre Performance Studies: Acting/Directing Emphasis

Bachelor of Music Education

Music Education

Bachelor of Science in Nursing

Nursing

Special Programs

Cooperative Programs

Students accepted into certain advanced professional programs after at least 90 hours of study at Wesleyan, but prior to completion of a bachelor's degree, may request permission of the Admission and Academic Standing Council to receive a Wesleyan degree following successful completion of the first year of the professional program. Programs eligible for such cooperative arrangements include schools of medicine, dentistry, veterinary medicine, physical therapy, optometry, and pharmacy.

Students must provide evidence of having satisfied all Wesleyan general studies and major requirements. Participation in a cooperative program waives certain elements of the residency requirement and frequently reduces the number of undergraduate hours required for a bachelor's degree. Students interested in a cooperative program must complete a petition form available in the Office of the Registrar, which is then submitted to the Admission and Academic Standing Council for approval.

The Honors Program

The Honors Program is offered to recognize and challenge the College's most academically talented students. Participation is voluntary for all qualified students. All Honors courses are special offerings conducted in seminar format.

Requirements for Admission to Honors Program

Entering freshmen: high school cumulative grade point average of 3.5 and 1200 SAT score or 27 one-time ACT score.

Second-semester freshmen, sophomores and juniors: cumulative college grade point average of 3.5 or above and completion of ENGL 102 with a C (2.0) or better.

After students in the Honors Program have been accommodated, a student must declare his or her intention to complete the Honors Program no later than the second semester of the sophomore year. To be eligible for participation in the program, including its co-curricular events, a student must maintain the following cumulative grade point average by the end of each academic year: freshman, 3.25; sophomore, 3.4; junior, 3.5. To graduate with an Honors Degree--e.g., Bachelor of Arts (Honors)--a student must complete the requirements below and achieve a cumulative grade point average of 3.5 or above.

Any student who has earned a cumulative grade point average of 3.5 may enroll in Honors classes, subject to meeting any prerequisites

Requirements for Graduation with Honors Degree

No more than two courses in a single subject area--e.g., ENGL, INDS, SOCI--will satisfy Honors Program requirements.

1. Freshman sequence
   - INDS 120, Introduction to the Humanities (Honors) 3 hrs.
   - ENGL 170, Contemporary Literature (Honors) 3 hrs.

For general studies, the requirement of Composition I and II is waived upon completion of this sequence, which also satisfies the requirements for Introduction to the Humanities and a literature course.

2. Sophomore, junior, and senior sequence
   - Three 3-hr. Honors courses, **or**
   - Two 3-hr. Honors courses **AND** a semester of study abroad, **or**
   - Two 3-hr. Honors courses **AND** completion of two college-level courses (6 hrs.) in a single foreign language
3. Two 1-hr. Honors Seminars (INDS 310) to be taken in the sophomore, junior, or senior year. No more than one Honors Seminar may be taken per year.
4. A cumulative grade point average of 3.5 or above
5. A total of 17 hours in honors course
6. To remain in good standing in the program, Honors students will attend at least two events which are sponsored or co-sponsored by the Honors Program each semester. The director will monitor this requirement.

Policy on History Equivalency

A student working toward an Honors Degree may opt to substitute any Honors history course for a general studies history survey course (HIST 101, 102, 121, 122).

Policy on Washington Center Internship

A student enrolled in a Washington Internship may count 3 credit hours toward completion of the Honors Program. Upon completion of the internship, the student must submit an evaluative research essay, length and content to be determined by the appropriate professor.

INDIVIDUALIZED INSTRUCTION

In the individualized instruction option, a student enters into a written agreement with one or more faculty members to achieve specific educational objectives for academic credit.

Individualized instruction exists in three forms:

1. Internships that involve placement in a work setting. Additional information and requirements are found on page 21.
2. Independent Study that is a specifically developed course not in the catalog.
3. Directed Study of an existing catalog course necessitated by special circumstances.

The student and faculty members(s) determine the project's objectives, how they will be fulfilled, and how the student will be evaluated. To participate in individualized instruction, a student must be a second semester sophomore with a cumulative grade point average of 2.25 or above.

A maximum of 15 individualized instruction credits may be applied toward graduation. Information regarding specific eligibility requirements, policies, and application is available via the Intranet (http://www.wvwc.edu/stu/accenter/internships/forms/Internship Packet.pdf.) and in the Office of the Registrar.

A completed application for individualized instruction is developed by the student, faculty sponsor, and internship placement supervisor if appropriate. It must then be submitted to the Registrar's office for approval. In order to be part of a student's official schedule for a given term, the completed application must be submitted prior to

registration. In no case may it be submitted for approval more than two weeks after the beginning of a semester. The student must register for INDP 201 to receive credit.

INDIVIDUALIZED MAJOR

The Individualized Major is available to students who wish to investigate subjects or interests that cannot be addressed by the courses of a single approved major. With the assistance of three faculty sponsors, a student may structure an interdisciplinary program of 30-45 semester hours with defined objectives and an integrative senior project. The proposed major must be approved by the Curriculum Council. Specific guidelines for development and submission of an individualized major are available in the Office of the Dean of the College.

INTERNATIONAL OPPORTUNITIES

Programs for international study include short-term travel courses and full-semester study abroad options through accredited programs. These opportunities reinforce and expand classroom learning, encourage cultural awareness, and promote student responsibility and self-confidence.

International travel courses are offered during the May Term and consist of short-term travel with a group of students led by faculty and staff. A variety of international destinations provide cross-cultural learning experiences that facilitate a student's global perspective.

International study is a full-semester experience open to all Wesleyan students who meet eligibility requirements of a 2.5 GPA and first-semester sophomore status. Students may participate in international May term options in addition to a semester abroad, but they must complete any experience lasting a semester or longer before the senior year. Credit from approved programs is readily transferable toward a Wesleyan degree.

The student considering a full semester international study experience should work with the faculty advisor early, in order to ensure a time frame that accommodates both the study abroad experience and requirements for graduation. They must also work closely with the study abroad coordinator in the Academic & Career Center to plan for program selection and approval. Information regarding financial arrangements may be obtained from the Financial Planning Office.

INTERNSHIPS

Internships provide a valuable learning opportunity for undergraduate students. They reinforce and expand classroom learning, facilitate contacts within professional and business communities, and promote the development of practice-based self-confidence. These advantages can benefit graduates who enter the job market directly from college, as well as those who elect to pursue advanced higher education.

Students are eligible to complete credit-earning internships if they have a 2.5 GPA and first-semester sophomore status.

Internships allow students to apply their knowledge and organizational, communication and leadership skills in diverse settings that reflect the employment marketplace. Internships require clear learning objectives, faculty guidance, and an academic component. All internships approved for academic credit at Wesleyan function within the structure of individualized instruction. (See Individualized Instruction, page 19). Internships relate primarily to a student's major or minor area of study.

Internships originate with the student, although faculty, staff, and the placement supervisor all have a role in helping students translate their interests into credit-worthy learning plans.

MAY TERM

During the May Term, students at Wesleyan may enroll for course credit up to seven hours. The time-intensive efforts of both students and faculty allow for more focused concentration and greater flexibility in scheduling class meetings or in teaching methods. Offerings include innovative special courses as well as courses meeting requirements for general studies, majors, and minors.

It is also an excellent time to participate in field experiences, internships, or international travel courses.

MINORS

Students may select a minor to complement or support their major program. The selection of an academic minor is optional. In addition to the minors listed by discipline in the Instructional Offerings section on page 29 a student may design a contract minor combining related courses from more than one department. Planned in consultation with two faculty advisors and subject to Curriculum Council approval, such a contract minor should include 9-12 hours in one of the sponsoring departments and should not overlap courses in the major. Guidelines are available in the Office of the Registrar. See Policies under Requirements for Graduation on page 23.

PREPROFESSIONAL PROGRAMS

PRE-LAW STUDIES

The College offers a variety of academic majors and courses suitable for students interested in legal careers. General course recommendations based upon research from a range of law schools are available on-line. Students should consult with individual law schools to verify specific requirements. Students are encouraged to consult with their academic advisor and/or advising staff in the Academic & Career Center about majors and electives that best fit their individual needs. Admission to law school depends on performance in a demanding curriculum, leadership experience and research skills. More generally, it depends on communication skills and general analytical and reasoning abilities as measured by the Law School Admission Test (LSAT). History, political science, philosophy, and English are among majors frequently selected by undergraduates seeking admission to law school.

The following courses are recommended as providing valuable background for the pre-law student: Principles of Financial Accounting and Principles of Managerial Accounting, Principles of Macroeconomics and Principles of Microeconomics, history (two courses), Classical Political Theory, Modern Political Theory, Constitutional Law, and philosophy (two courses, including Logic).

PRE-MEDICAL STUDIES -- ALLIED FIELDS

Students planning to seek admission to professional schools in the fields of medicine, dentistry, physical therapy, optometry, pharmacy, podiatry, and veterinary medicine must demonstrate a strong foundation in the sciences. Students should plan to begin laying this foundation in the freshman year and should seek early advisement regarding recommended courses of study. Most students in this category complete majors in

chemistry or biology; however, other majors are possible. Beyond coursework in the sciences, applicants to professional schools are advised to elect challenging courses in the humanities and social sciences and to develop strong communication skills.

PRE-SEMINARY STUDIES

The pre-ministerial student planning to enter seminary should follow a program of studies which provides a broad cultural and intellectual foundation. The American Association of Theological Schools in the United States and Canada suggests that approximately three-fourths of the student's college work be taken in the following areas: (1) English and communication, including composition, literature, oral communication and related courses--six semesters: (2) history, including ancient, modern European, and American--three semesters: (3) philosophy--three semesters; (4) natural sciences, preferably physics, chemistry, or biology--two semesters; (5) social sciences--seven semesters; (6) foreign language--four semesters; and (7) religion--three semesters. Courses in Christian education and church leadership offer helpful preparation.

Many pre-ministerial students elect majors in English, philosophy, history, and religion.

How to Graduate

DEGREES AWARDED

West Virginia Wesleyan College confers seven academic degrees: **Bachelor of Arts** (B.A.), **Bachelor of Fine Arts** (B.F.A.), **Bachelor of Music Education** (B.M.E.), **Bachelor of Science** (B.S.), **Bachelor of Science in Nursing** (B.S.N.), **Master of Business Administration** (M.B.A.), **Master's in Education** (M.Ed.) and **Master of Science** (M.S.) in Athletic Training. The degree granted is determined by the choice of major, as listed on page 89, or, in the case of individualized majors, according to the content area of the program.

DEGREES WITH DISTINCTION

Students who earn at least 60 hours through regularly enrolled study at West Virginia Wesleyan and who complete all baccalaureate degree requirements with a GPA of 3.50 to 3.69 on both total record and credits earned at Wesleyan will be graduated *cum laude*; those who complete all such requirements with a GPA of 3.70 to 3.89 on both total record and credits earned at Wesleyan will be graduated *magna cum laude*; and those who complete all such requirements with a GPA of 3.90 or above on both Wesleyan and total records will be graduated *summa cum laude*.

COMMENCEMENT

The Commencement ceremony is held at the end of the spring semester each year. In addition to spring graduates, students who completed degree requirements during the previous summer and winter are awarded degrees during the ceremony. Undergraduate students who expect to take up to seven credits to complete degree requirements during the ensuing summer may make application to the Dean of the College for permission to participate in Commencement. Guidelines for participation are available in the Academic Affairs Office.

REQUIREMENTS FOR GRADUATION

In order to qualify for a Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music Education, Bachelor of Science in Nursing, or Bachelor of Science degree, each student must:

1. Earn a minimum of 120 semester hours of credit, at least 30 of which must be earned in residence.
2. Complete the general studies program and an academic major as described in the catalog in effect when the student entered the College.
3. Achieve a C average (2.0 grade point average) in all college work attempted, in all college work attempted at Wesleyan, and in each major and minor field of study. In addition, every student must earn a grade of C or better in Composition I, Composition II, and Fundamentals of Oral Communication.

A student can earn both a B.A. degree and a B.S. degree simultaneously only if he/she has earned 150 credit hours and completed the requirements for both a B.A. and a B.S.

POLICIES

Except in specifically approved degrees and majors, a maximum of 52 hours in an academic department may be counted toward the 120 hours required for graduation.

Three hours over the limit in a discipline may be counted to accommodate an internship.

No more than four hours of physical education activities (PHED 101) may be counted toward the 120 credit hours required for graduation. For non-music majors, no more than eight hours of music ensemble may be counted toward the 120 credit hours required for graduation.

The College makes every reasonable effort to enable a student to complete one major in a timely fashion. Students who elect to complete more than one major or minor are responsible for completing all requirements of each major and minor without special accommodations regarding specific course and other requirements, course scheduling, and means of earning credit.

At least 24 of the last 30 semester hours of credit before graduation or entrance into an approved cooperative program for the senior year must be earned in residence.

Students are responsible for knowing and meeting degree requirements; the role of an academic advisor is to assist and advise only. Students also may consult with the Office of the Registrar.

Requirements for the Master of Business Administration degree are described on page 145. *Information on the Five-Year Undergraduate/Master of Business Administration Program can be found on page 42.*

Requirements for the Master's in Education degree and the Five-Year Undergraduate/Master's in Education Program can be found on page 148.

Requirements for the Master of Science degree are described on page 154.

APPLICATION FOR DEGREE

At least 12 months prior to anticipated completion of degree requirements, each candidate for a degree is required to file an application for degree in the Office of the Registrar. Requirements still to be met may then be confirmed in time for appropriate planning. *A charge is made for failure to comply with this regulation.* Such failure may also result in postponement of graduation. Forms are available online or in the Office of the Registrar.

BACHELOR'S DEGREE AFTER PROFESSIONAL SCHOOL

Students accepted by certain advanced professional programs after earning at least 90 hours at Wesleyan, but prior to completion of a bachelor's degree, may receive a Wesleyan degree following successful completion of the professional program. Programs eligible for such an arrangement include but are not limited to schools of medicine, dentistry, veterinary medicine, optometry, pharmacy, and engineering.

Students in this category must not hold a bachelor's degree from another institution; they must also meet certain requirements pertaining to general studies and major, as well as grade point average and residency. Former students interested in receiving a Wesleyan degree through this plan may contact the Office of the Registrar.

ADDITIONAL MAJORS AND BACHELOR'S DEGREES

A person who has earned a bachelor's degree from a regionally accredited college or university may earn another bachelor's degree from Wesleyan provided he or she meets minimal residency and curricular requirements. A graduate of Wesleyan may complete an additional major after graduation or, in some cases, earn an additional bachelor's degree, provided he or she meets specific requirements. Policy statements governing additional majors and degrees are available from the Office of the Registrar.

Undergraduate Programs Instructional Offerings

COURSE NUMBERING SYSTEM

The first of the three digits of the course number indicates the general level of instruction (target audience).

001 - 009	Developmental Courses
100 - 199	Courses taught at a level appropriate for the general freshman population.
200 - 299	Courses taught at a level appropriate for sophomores (determined by hours earned).
300 - 399	Courses taught at the general "upper division" level--i.e., for juniors and seniors.
400 - 499	Courses intended for seniors, except by departmental permission for juniors in the major field -- e.g., capstone seminars, senior research projects.

ACCOUNTING

See Business for description of major program.

ART

PROFESSOR EMERITA: Margo Davis
ASSOCIATE PROFESSOR: Carol Pelletier
INSTRUCTOR: Mark Aaron Nelson
LECTURERS: Sara Shawger, Heidi Thompson

The art program is designed to develop a knowledge of aesthetic elements and principles and the capacity to express one's creative potential. Emphasis is placed on the preparation of students for successful careers in art through study in such areas as painting, drawing, graphic design, ceramics, printmaking, art education, and art history.

The art facility has extended studio hours. The program of Sleeth Gallery, located in the facility, includes visiting artists, workshops, and curated exhibitions.

The rigorous and challenging programs of study in art are capped with a required internship experience in the chosen field of study. All studio art majors are required to participate in a senior exhibition and assemble a portfolio of successful work.

The contemporary art world contains a strong trend toward incorporating electronic media with traditional media to communicate conceptually. The intermedia concentration in the art major is designed to give students a range of conceptual tools with which to approach diverse media and processes in an integrated manner. Faculty serve as mentors and critics in this unique program of study, admission to which is selective.

Art scholarships are available to qualified students on a competitive basis. For information, contact the Office of Admission or the art department.

Requirements for ART major

45-48 semester hours, including core courses plus requirements for one concentration as prescribed below.

Core Requirements (20 hours):
ART 111, 112, 123, 241, 242, 246, 419, 420

Graphic Design Concentration (25-27 hours):
ART 131, 151, 211, 251, 259, 261, 263, 265, 375, 378, 395.

Drawing and Painting Concentration (26-28 hours):
ART 131, 151, 211, 212, 218; ART 320 or 325; ART 330, 395, 411; 3 hours of art electives.

Intermedia Concentration (25-27 hours):
ART 211, 212, 259, 261; ART 320 or 325; ART 350, 395; ART 378 or 411; 3 hours of art electives.

Art Education Concentration (21 hours):
ART 101, 211, 215, 259, 315, 330; 3 hours of art electives.

Requirements for ART Minor

15 semester hours, including ART 111, 123, 151, 246, plus 3 hours of art electives.

Requirements for Pre-Art Therapy major

The Pre-Art Therapy Program at West Virginia Wesleyan College combines the knowledge and expressive use of art media, including drawing, digital photography, painting and ceramics with a firm foundation in psychology.

The Pre-Art Therapy program is designed to prepare students for entrance into a graduate art therapy program. Completion of such a program plus one year's working experience is required in order to be certified by the American Art Therapy Association.

Art therapists also known as (Creative Arts Therapists) work in mental health centers, senior adult centers, veterans hospitals, schools, special education programs, prisons and detention centers and many art therapists work in private practice.

To practice art therapy professionally, students must receive a Masters in Art Therapy degree. Students who contemplate pursuing this specialized graduate training are advised to complete the following course of study:

Art Requirements (21 hours):
ART 111, 112, 151, 201, 211, 212; ART 218 **or** ART 320 **or** ART 325.

Psychology Requirements (19 hours):
PSYC 101, 220, 243, 245, 320; PSYC 235, 240L **or** PSYC 236, 260.
Students who are interested in working with children should take PSYC 235, 240L. Students who are interested in working with the elderly should take PSYC 236, 260. (See Psychology section of the Catalog for course descriptions.)

ART 101. The Visual Experience. **3 hrs.**
An introductory course designed to aid students in their own appreciation of art by providing a basis for aesthetic judgment. Great works of art, illustrative of historical styles of architecture, sculpture, and painting, are studied with attention to the principals of visual design.

ART 111. Drawing I. **3 hrs.**
Introduction to fundamentals of drawing and seeing. Analysis and rendering of line, form, value, texture, and color through use of various media. Also principles of balance, proportion, rhythm, and unity.

ART 112. Drawing II. **3 hrs.**
Continuation of ART 111 with an emphasis on concept. *Prerequisite*: ART 111 or permission of instructor.

ART 123. Design Fundamentals. **3 hrs.**
An introduction to the study of the elements and principles of design applicable to all problems of visual expression. Comprehensive consideration of the principles of color and composition. Experimentation and practice in problems related to both two-dimensional and three-dimensional design.

ART 131. Concept and Ideation. **1 hr.**
This course is designed to cover the techniques and methods behind creative problem-solving. Through readings, discussions, as well as individual and group projects, students learn how to deconstruct creative problems with innovative and appropriate solutions. The course emphasizes attention to detail, clarity of thought, and the practice of defending one's decisions in a professional setting.

ART 151. Digital Photography. **3 hrs.**
Digital Photography is a course which explores the mechanisms, processes, technology, history and power of the photographic image in its current incarnation in the information age. Lab procedures, camera mechanisms and the creative possibilities of digital photography will be discussed and experienced in depth. Photography has changed tremendously since its inception. This course will focus on photography as it moves away from traditional chemical-based systems into the digital world. *A digital camera and a laptop computer are required.*

ART 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

ART 201. Ceramics. **3 hrs.**
An introduction to ceramics. Emphasis on construction techniques including pinch, coil, slab, and the traditional process of forming clay on the potter's wheel. Investigation of techniques for decorating, glazing, and firing.

ART 211. Painting I. **3 hrs.**
Introduction to painting. Comprehensive consideration of the principles of design and color and their application to pictorial composition. Experimentation in various media. *Prerequisite*: ART 111.

ART 212. Painting II. **3 hrs.**
Continuation of ART 211 with an emphasis on the figure. *Prerequisites*: ART 111 and 211 or permission of instructor.

ART 215. Methods of Teaching Elementary Art. **3 hrs.**
Pre-service teachers explore art media, techniques and processes, learn to evaluate the structure and purposes of art, and examine visual arts in relation to history and cultures. Students will learn and practice national, state and local guidelines for teaching art in grade levels K-4. They will assess the characteristics of their own and others' work and discover connections between visual arts and other disciplines in the curriculum. *Enrollment limited to elementary education majors and secondary education majors seeking K-12 certification in art.*

ART 218. Life Drawing. **3 hrs.**
Students draw from the model using a variety of media as a means of understanding form, shape, and line. Initially, shorter poses emphasize training in immediate response to gesture and form. As the course progresses, longer poses enable students to work on large format drawings emphasizing heightened realism. *Prerequisites*: ART 111, 112.

ART 241. Survey of Art I: Ancient and Medieval. **3 hrs.**
A historical study of architecture, sculpture, painting, and other minor arts of the western world from the earliest of human creative acts to the medieval period of Europe. *Offered in alternate years.*

ART 242. Survey of Art II: Renaissance and Modern. **3 hrs.**
Continuation of ART 241. *Offered in alternate years.*

ART 246. History of Twentieth Century Art. **3 hrs.**
A study of important Western art of the twentieth century including painting, sculpture, and architecture. Beginning with the major contributions of the movements of the late nineteenth century, students will explore the ideas of modern, Western art on both sides of the Atlantic Ocean. *Offered in alternate years.*

ART 251. History of Graphic Design. **1 hr.**
The background and tradition of graphic visualization is explored through a series of lectures and interactive online components. Important figures and seminal works of design coalesce into an overview of the progression of design from the 1800's to the present. *Offered in alternate years.*

ART 259. Digital Illustration. **3 hrs.**
An introduction to the digital environment and its use as an illustration medium. Industry jargon, imaging essentials and digital image types will be explored along with their applications, most notably Adobe Photoshop. Investigations into illustration techniques, scanning, image manipulation and production of digital painting constitute the bulk of the course. Special consideration will be paid to the interplay of digital and analog techniques to form new and interesting illustrative works. *Prerequisites*: ART 111, 123.

ART 261. Graphic Design. **3 hrs.**
A study of the processes involved in translating ideas into commercial, graphic images. Emphasis on design and layout for print production. Areas of investigation include idea generation, packaging, layout, typography, and presentation for client approval. *Prerequisite*: ART 259. *Offered in alternate years.*

ART 263. Typography. **1 hr.**
A study of traditional typographic conventions and considerations for effective type design. The emphasis will be on vocabulary building and discovering the historical antecedents of today's digital tools for type design. The intracacies of font design and composition, letter, line, and paragraph formatting will be investigated. *Prerequisite*: ART 123. *Offered in alternate years.*

ART 265. Web Design. **3 hrs.**
A course where special design considerations involved in engineering media for the world wide web. Design techniques and software will be used to combine this media content into an on-line interactive experience. Software environment used will be HTML.

ART 315. Methods of Teaching Art (Grades 5-12). **3 hrs.**
Study of emotional, artistic and cognitive development of adolescents and young adults as foundation for planning instruction and management related to their specific interests, abilities and issues. Curriculum development including art making, art history, art criticism and aesthetics in a variety of instructional formats reflecting national, state and local curricular standards and frameworks. Evaluation of methods used for assessing student and teacher performance. *For secondary education majors seeking 5-12 or K-12 certification in art. Concurrent enrollment in EDUC 306 recommended. Course may be offered on a contract basis. Student needs to coordinate this with the chair of the art department.*

ART 320. Advanced Painting. **3 hrs.**
Intensive investigation of composition and technique in painting with emphasis on the development of individual style. Student may work in various media. *Prerequisite*: ART 212 or equivalent. *May be repeated for credit.*

ART 325. Advanced Drawing. **3 hrs.**
The drawing considered as an art form with experiments in the emotional quality of drawing. Emphasis on quality and the development of a personal creative expression. *Prerequisite*: ART 112 or equivalent. *May be repeated for credit.*

ART 330. Printmaking. **3 hrs.**
A study of the fundamentals of fine art printmaking. Releif, Inaglio, Lithography, and Serigraphy techniques are discussed and experienced in the studio via production projects and examples. *Prerequisite:* ART 111. *May be repeated for credit.*

ART 350. Intermedia. **3 hrs.**
A team-taught, theory-based course focusing on the study of contemporary issues in art and including components in painting, installation art, digital art, graphic design, and ceramics. Students will build a portfolio, write an artist's statement, and make applications for professional exhibitions and graduate schools. *Prerequisites*: Admission to the

Intermedia Concentration in art: ART 211, 212, 259, 261 for Drawing and Painting/ Graphic Design emphasis.

ART 371. Time-Based Design. **3 hrs.**
Examination of the effect of time within the digital domain and in the physical world. Primary focus on the exploration of digital sound environments, advanced 2-D and 3-D digital imaging and animation, and the design principles of the Web. The course will deal with screen-delivered computer graphics as well as alternative output options. *Prerequisite*: ART 259.

ART 375. Advanced Design Studio. **3 hrs.**
Advanced study of design industry with specialized study of computer-generated publication design of portfolio pieces through electronic publication. . *Offered in alternate years. ART 259.*

ART 378. Portfolio Prep. **3 hrs.**
This is a course which explores the structures and components of an effective interactive digital portfolio. General topics covered are media types, design techniques and software used to combine the student's media into interactive multimedia environments with effective communicative ability. Portfolio organization, curating and presentation are investigated for the student's preparation for the job market or grad school. The software authoring environment used extensively in this class will be Macromedia Flash. *Prerequisite*: ART 261.

ART 395. Internship. **1-3 hrs.**
Designed to provide on-the-job training during the last three semesters of student work. Following art department internship guidelines and in coordination with the art faculty, students will secure an appropriate internship assignment in the field of their concentration. Summer internships encouraged. *Prerequisite*: Art major in last three semesters of study.

ART 411. Open Studio. **3 hrs.**
This course is a continuation of research and experimentation in the development of a cohesive body of work. The student will concentrate on establishing an area of interest, and will pursue that interest, visually, and intellectually through both formal and conceptual means. The student will be introduced to contemporary techniques associated with their area of interest. Through lectures, slides, reading and research, the student will be introduced to current trends being explored by contemporary artists and theorists. The student will be responsible for producing a cohesive body of work consisting of at least 15-20 images. *Prerequisites*: ART 212; ART 320 or 325.

ART 419. Senior Seminar I. **1 hr.**
A two-part formulation and in-depth study of a problem in the art student's major area of concentration carried out with the approval and guidance of a departmental advisor, culminating in a senior thesis exhibition and an oral defense of the exhibition the following semester. *In combination with ART 420, satisfies advanced composition requirement for general studies. Prerequisite*: Senior art major in good standing.

ART 420. Senior Seminar II. **1 hr.**
Continuation of ART 419. *In combination with ART 419, satisfies advanced composition requirement for general studies. Prerequisite*: ART 419.

ARTS ADMINISTRATION

The Arts Administration degree is an interdisciplinary major conceived by the Departments of Art, Music, and Theatre. It is designed for the student with an interest in, desire to and ability to serve in an administrative capacity in the arts. The suggested curriculum has a strong emphasis on business and communication as well as the arts. Students receiving a degree in Arts Administration are required to complete 54-60 hours including core requirements and requirements for the specific track, 18 hours in Business and 12 hours in Communications. This major prepares students for graduate study, careers in museum, gallery, theatre administration work and business in the arts.

Requirements for Major in Arts Administration

54-60 semester hours, including core requirements and requirements for the specific track.

Core Requirements: 31 semester hours including BUSI 111, 131, 141, 232, a 3-hour elective in marketing; COMM 340, 342, 345, 496; and ECON 120. COMM 320 and 329 are recommended.

Art Track: 25-27 semester hours including ART 111, 123, 241, 242, 246, 261, 395; MUSC 215; and THRE 110.
Music Track: 27-29 semester hours including MUSC 101, 102, 215, 322; sufficient study in a chosen field of applied music to attain level 4; 2 hours of ensemble credit; a 1-3 hour senior internship in music; ART 101; and THRE 110.
Theatre Track: 23-25 semester hours including THRE 120, 129, 220, 250, 395; DANC 101; ART 101; and MUSC 215.

ATHLETIC TRAINING

See EXERCISE SCIENCE for information on Athletic Training major program, page 84.

BIOLOGY

PROFESSOR EMERITUS: Carl Colson
PROFESSOR: Katharine Gregg
ASSOCIATE PROFESSOR: Jeanne Sullivan
ASSISTANT PROFESSORS: Kim Bjorgo-Thorne, Sherie Edenborn, Luke Huggins
LECTURERS: Terri Blake, Cynthia Brissey, Allison Hull

Biology majors obtain a broad background in the discipline, developing strong skills in experimental design, interpretation of data, and scientific communication, as well as an understanding of such fields as cell biology, genetics, and field biology. The Biology program provides rigorous pre-professional training for students interested in medicine, dentistry, optometry, pharmacy, allied health fields, or veterinary medicine, prepares students for graduate studies in the biological sciences, and offers students the background they need for employment in careers as diverse as research laboratory technician, high school biology teacher, pharmaceutical salesperson, and park naturalist. In addition to career preparation, students completing the B.S. degree in Biology

will be able to (1) demonstrate knowledge in the major fields of Biology: Molecular and cellular biology, organismal biology, genetics, ecology, evolution, and systematics; (2) conduct experiments, analyze data, and present conclusions in scientific format; (3) comprehend and analyze current scientific literature in biology and communicate their understanding orally and in writing; (4) work effectively in groups to solve problems.

The Department of Biology also offers general studies courses for non-majors and specific courses to support Elementary Education, Nursing, Exercise Science, and Athletic Training majors. Requirements for majors and minors in Environmental Science and Environmental Studies begin on page 88.

Requirements for Major

47-49 semester hours, including BIOL 160, 250, 252, 254, 342, 344; either BIOL 310 or 320; either BIOL 312 or 316; either BIOL 360 or both BIOL 354 and 355L; BIOL 379 or 398 or 498; BIOL 497; CHEM 161, 163L or CHEM 165, 167L; CHEM 221, 223L; MATH 115.

The above courses also constitute the "core requirements" for the concentrations listed below. Biology majors are expected to take BIOL 160, 250, 252 and 254 in sequence as prerequisites for further majors' courses. BIOL 342 is required in the junior year. Completion of BIOL 379 or 398 or 498 with a grade of C or better is a requirement for graduation with a Biology major. Majors must take the required chemistry courses in their freshman or sophomore year. In special circumstances, exceptions to these sequence requirements may be made by the department chair. CHEM 222, 224L, 231, 233L and PHYS 151, 152 are strongly recommended.

Concentrations

In addition to the Biology major, students may elect to obtain a concentration in one of two areas: Molecular Biology/Biotechnology or Ecology/Field Biology. Students seeking one of these concentrations must meet the requirements of the major (the "core requirements") as listed above and also meet the requirements of their chosen concentration. Transcripts will note the concentration earned by the student in addition to the major.

Requirements for Molecular Biology/Biotechnology Concentration:

Students who complete the core and the concentration requirements for Molecular Biology/Biotechnology earn a B.S. in Biology with a concentration in Molecular Biology and Biotechnology.

CHEM 222/224L; 231/233L. Three courses beyond the core requirements, selected from the following list; at least two of these courses must include a laboratory: BIOL 325, 354/355L, 360, 365, 379; CHEM 350. Strongly recommended: At least one semester of calculus (MATH 161 or MATH 162) and a year of physics (PHYS 151, 152 or PHYS 161/162).

Requirements for Ecology/Field Biology Concentration:

Students who complete the core and the concentration requirements for Ecology/Field Biology earn a B.S. in Biology with a concentration in Ecology and Field Biology.

Three courses beyond the core requirements, selected from the following list: BIOL 310, 312, 316, 320, 360; ENVS 230 or CHEM 250/251L. Strongly recommended: CHEM 222/224L, CHEM 231/233L; at least one semester of calculus (MATH 161or MATH 162); and 1 year of physics (PHYS 151, 152 or PHYS 161, 162).

Requirements for Minor

16-17 semester hours, including BIOL 160, two 3-hour courses numbered 250 and above, and either a third 3-hour course numbered 250 and above or both BIOL 342 and 344.

Requirements for Human Biology Minor

15-16 semester hours, including BIOL 112 or 160; BIOL 151 and 152; and either BIOL 220, 250, 330, or 360.

Special Honors in Biology

Students who meet the criteria described below will earn Special Honors in Biology, a designation that is included on the transcript. To earn Special Honors, the student must:

1. Maintain a cumulative GPA of 3.5 or better across all courses and a GPA of 3.5 or better across all Biology courses.
2. Complete a substantive, largely independent research project under the guidance of a college faculty member or other approved research mentor. This research project must be undertaken after the student has completed BIOL 254 (Experimental Biology). Students may pursue a research project on campus or with an approved off-campus research mentor. Students apply for Special Honors in Biology by filling out the departmental approval form for the research project. See your academic advisor for the guidelines and forms you need to do an honors research project.
3. Present the research project to be evaluated by two members of the WVWC Biology faculty. The student must present the research (no matter where it was carried out) in both written and oral formats, as outlined in the departmental guidelines for Special Honors. Both the paper and oral presentation must earn a grade of A- or better from both faculty evaluators. The paper and presentation in Senior Seminar may be used to fulfill this requirement. All work towards a Special Honors designation must be completed by April 1 of student's senior year.

BIOL 111. General Biology I. **3 hrs.**
An introduction to ecology, evolution, and biological diversity. Designed for the non-science major, this course includes the basic science in each discipline and the relevance of ideas to such important human concerns as global warming, conservation biology, and the occurrence of antibiotic resistance. Laboratories emphasize experimental design and biological diversity. Lectures include case studies and problem-solving activities. *Students may receive credit for only one of the following: BIOL 111 or ENVS 130. BIOL 111 and BIOL 112 may be taken in any order. Offered fall semester.*

BIOL 112. General Biology II. **3 hrs.**
An introduction to cell biology, genetics, and the structure and function of animals. Designed for the non-science major, this course includes the basic science in each

discipline and the relevance of these ideas to such important human concerns as the HIV epidemic, genetic engineering, and how disease or environmental factors disrupt the normal functioning of plants and animals. Laboratories emphasize experimental design, anatomy and physiology. Lectures include historical development ideas, case studies and problem-solving activities. *Students may receive credit for only one of the following: BIOL 112 or BIOL 160. BIOL 111 and BIOL 112 may be taken in any order. Offered spring semester.*

BIOL 120. Plant Science. **3 hrs.**
The study of the significance of plants to human life and interrelationships between plants and people. Emphasis on plant variety, structure, and function to aid in growing and enjoying plants in the home and garden. Introduction to important plant products (foods, beverages, spices, medicines, poisons, fibers, lumber). Laboratory and field trips included. Designed for non-majors.

BIOL 151. Human Anatomy and Physiology I. **4 hrs.**
A study of the structure and function of the human body with emphasis on cells, tissues, skin and the coordination and control of body movements; skeletal, muscular and nervous systems are covered. Laboratory and lectures. Course is intended for Athletic Training and Nursing majors. *Offered fall semester.*

BIOL 152. Human Anatomy and Physiology II. **4 hrs.**
Continuation of BIOL 151; emphasis is placed upon the interactions of endocrine, cardiovascular, respiratory, digestive, urinary, and reproductive systems and the maintenance of metabolism and fluid and electrolyte balance of the human body. Laboratory and lectures. Course is intended for Athletic Training and Nursing majors. *Offered spring semester.*

BIOL 160. Principles of Biology. **4 hrs.**
A survey of the principles of biology at the molecular and cellular levels, including energetics, reproduction, genetics, evolution, and ecology. Laboratory included. *Students may not receive credit for both BIOL 160 and BIOL 112. Offered fall semester.*

BIOL 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

BIOL 220. General Microbiology. **4 hrs.**
Designed for non-majors planning careers in nursing, dental hygiene, nutrition, physical therapy, medical technology, or other allied health fields. Emphasizes medically important microorganisms, their characteristics, identification, pathogenicity, toxigenicity, and control. Other topics include human disease resistance and immunity, epidemiology, and food and water microbiology. Lecture and laboratory. *Prerequisite*: BIOL 152. *Pre- or co-requisites*: CHEM 106, 108L or 221, 223L. *Offered spring semester.*

BIOL 250. Genetics. **4 hrs.**
A study of the principles of inheritance and the nature of the genetic material. Emphasis upon contemporary developments. Training in laboratory procedures, statistical treatment of data, and logical interpretation of scientific research. *Prerequisite*: BIOL 160. *Offered spring semester.*

BIOL 252. Introduction to Physiology. **4 hrs.**
Study of basic, comparative, and ecological physiology, with an emphasis on animal systems. Lectures and laboratory investigations of thermoregulation, nerve function, osmoregulation, and other physiological processes. Discussion of the historical development of ideas in physiology and of selected topics from current research. *Prerequisites*: BIOL 160 and 250 for Biology majors; ENVS 130 for Environmental Science majors. *Offered fall semester.*

BIOL 254. Experimental Biology. **4 hrs.**
Basic principles of experimental design and statistics for biology majors, primarily using higher plants as experimental organisms. Selected topics in plant physiology will be included in lectures, thus complementing BIOL 252 to give students an understanding of the physiology of both animals and plants. Group and individual research proposals, laboratory experiments, and laboratory reports will be an integral part of the course, with emphasis on proper format, statistical analysis, synthesis, use of primary scientific literature, and source documentation. *Prerequisites*: MATH 115; BIOL 160 and 250 for Biology majors; BIOL 160 and ENVS 130 for Environmental Science majors. *Offered spring semester.*

BIOL 310. Ecology. **4 hrs.**
A study of the relationships of plants and animals to their environment. The concepts of energy flow, ecosystems, communities, and population ecology will be discussed. Assigned readings and discussion of original source materials. Lectures, laboratories and field trips. *Prerequisites*: BIOL 254; CHEM 161, 163L. *Offered fall semester.*

BIOL 312. Plant Systematics. **4 hrs.**
An introduction to systematics, diagnosis, identification, and classification of higher plants, with emphasis on local flora and flowering plant families of West Virginia. Lectures, laboratory, independent group research project, and field trips. *Prerequisite*: BIOL 254 (or BIOL 120 with permission.) *Offered fall semester.*

BIOL 316. Vertebrate Zoology. **4 hrs.**
A study of the evolution, systematics, adaptations, and natural history of the vertebrates. Lectures, laboratory and field trips. *Prerequisite*: BIOL 254. *Offered fall semester, alternate years.*

BIOL 320. Animal Behavior. **4 hrs.**
A study of animal behavior, with an emphasis on the evolution and adaptive value of behavior. Topics include sexual selection and mate choice, parental care, sociality, communication, and the neural and hormonal basis of behavior. Field and laboratory studies of the behavior of diverse animals. Laboratory stresses independent student projects, in which students design, carry out, analyze, and present an experiment in any area within the discipline. *Prerequisite*: BIOL 254 or permission of instructor. Recommended for psychology majors. *Offered fall semester, alternate years.*

BIOL 325. Developmental Biology. **3 hrs.**
An organismal and molecular approach to the study of animal development using typical invertebrate and vertebrate model organisms. *Prerequisite:* BIOL 254. *Offered spring semester, alternate years.*

BIOL 326L. Developmental Biology Laboratory. **1 hr.**
An organismal and molecular approach to the study of animal development using typical invertebrate and vertebrate model organisms. The laboratory includes experiments on fertilization, teratogenesis, mutants. Students are also required to develop their own experiments to address a research question in developmental biology. *Co-requisite: Prior or concurrent enrollment in BIOL 325. Offered spring semester, alternate years.*

BIOL 330. Histology. **4 hrs.**
A study of animal tissues including a survey of techniques and laboratory practice in selected procedures. *Prerequisite*: BIOL 254. *Offered spring semester, alternate years.*

BIOL 340. Comparative Anatomy. **4 hrs.**
A comparative evolutionary study of different vertebrate anatomical systems with emphasis on the dissection of the shark, mudpuppy, and cat. *Prerequisite*: BIOL 254. *Offered spring semester, alternate years.*

BIOL 342. Survey of Organisms. **2 hrs.**
Laboratory survey of the earth's biota, including the major divisions or phyla of bacteria, protists, fungi, plants, and animals. Emphasis on recognition of these groups, their key characteristics, and adaptations to challenging environmental conditions. *Prerequisite*: BIOL 254. *Offered spring semester.*

BIOL 344. Evolution. **3 hrs.**
Study of biological evolution at all levels, from genetic change in a population to macroevolutionary patterns. Topics will be drawn from the disciplines of population genetics, cladistics, evolutionary ecology and paleontology. Discussion of current theories concerning adaptation, speciation, extinction, and the origin of life. *Prerequisite*: BIOL 250. *Offered spring semester.*

BIOL 354. Molecular Cell Biology. **3 hrs.**
A study of the relationship between structure and function at the cellular level. Topics covered include biologically important macromolecules, DNA replication, transcription, translation, respiration, photosynthesis, and recombinant DNA technology. *Prerequisites*: BIOL 254, CHEM 222, 224L. *Offered fall semester.*

BIOL 355L. Molecular Cell Biology Laboratory. **1 hr.**
Laboratory exercises which emphasize the techniques and theories of isolating and characterizing biologically important compounds. Techniques include PCR, spectrophotometry, chromatography, electrophoresis, Southern blot analysis, and gene cloning. *Co-requisite*: BIOL 354 or CHEM 350. *Offered fall semester.*

BIOL 360. Principles of Microbiology. **4 hrs.**
Designed for students planning to pursue careers in microbiology, biochemistry, ecology, environmental science, medicine, pharmacy, dentistry, optometry, veterinary science, etc. Surveys diversity, ecology, cell biology, metabolism, taxonomy, genetics, and pathogenesis. Laboratory stresses aseptic technique, safety, biochemical characterization, slide preparation, microbial isolation and genetic transformation. Lecture and laboratory. *Prerequisites*: BIOL 254; CHEM 221, 223L. *Offered spring semester, alternate years.*

BIOL 365. Advanced Cellular and Molecular Biology. **3 hrs.**
A course designed to emphasize important research topics and concepts in cellular and molecular biology such as inter- and intracellular communication, cell movement, cell division, disease implications and the experimental techniques used to examine these concepts. Recent discoveries and outstanding problems in cell biology will be emphasized. A large portion of the course will focus on new directions of biological research. Because this course is focused on new developments in cellular and biological research, the exact content will evolve from year to year, and with the specific instructor. *Prerequisite:* BIOL 354 or BIOL 360 or BIOL 374 or permission of instructor. *Offered alternate years; semester may vary with instructor.*

BIOL 374. Immunology. **3 hrs.**
An in-depth study of the mammalian immune system at the cellular and molecular level. The course emphasizes the components of the response (such as antibodies and lymphocytes) and how they work together to prevent infection. A portion of the course will focus on the techniques used by immunologists to gather and analyze data. In addition, the mechanism and treatment of allergy, autoimmunity and inflammation will be discussed. *Prerequisites*: Junior or senior biology or chemistry major. *Offered spring semester, alternate years.*

BIOL 379. Experiential Learning in Biology. **1 hr.**
A hands-on internship in a biological discipline or a career-related internship in careers closely associated with biology (e.g. medicine). The goal of this course is to foster

independent thinking and exploration of career opportunities among Biology majors. Students work with both off-campus and faculty mentors to develop specific learning goals and methods of evaluation for their internship. Completion of this course or Research (BIOL 398/498) with a grade of C (2.0) or better is a requirement for graduation with a Biology major. See your academic advisor to complete the process of enrolling in this course. *Prerequisite*: BIOL 254. *Offered every semester.*

BIOL 398, 498. Biology Research. **1-2 hrs.**
Independent research in biological science that allows the student to carry out a literature search, design an independent experiment, perfect field and laboratory skills, conduct data analysis and practice scientific communication. *Prerequisites*: BIOL 254; CHEM 221, 223L, or permission of instructor. *May be repeated once for credit.*

BIOL 497. Seminar. **2 hrs.**
Oral and written presentations on current research papers from the primary biological literature, or presentations of students' original research. Emphasizes perfecting skills in scientific communication. Topic is selected by the students. *Satisfies advanced composition requirement for general studies. Prerequisite*: Senior standing or permission of faculty. *Offered spring semester.*

BUSINESS

ASSOCIATE PROFESSORS: Michael Ervin, Jeffrey Godwin, Thomas Leonard, Hamid Shaafi
ASSISTANT PROFESSOR: Russell Francis
SENIOR LECTURER: David McCauley
INSTRUCTOR: Kelly Hughes
LECTURER: Kristin Floyd

Programs in business prepare men and women for careers in business that require decision making in a complex setting. The programs' two overriding goals are to provide for all students, through the College's general studies core curriculum, *a firm base of liberal education* that will develop within them a global view of human understanding; and to present business instruction so that students may understand *the functions of the business firm as a whole and the purposes of functional areas of business in particular.*

The business faculty recognize that the growing, rapidly changing character of American and world business demands that individuals involved in the decision-making process of business firms project their thinking to the future. They must be *creative* and *innovative* while understanding the successes and failures of the past. Wesleyan's strong liberal arts component provides students a foundation from which to evaluate the business firm's social and moral responsibilities and their own individual responsibilities as they develop a personal philosophy of business.

The programs in business lead to the Bachelor of Science and Master of Business Administration degrees.

UNDERGRADUATE PROGRAMS

Requirements for Major in Accounting (C.M.A. track or C.P.A. track), Business Administration, International Business, Management, or Marketing; Bachelor of Science Degree

45-63 semester hours, including core requirements and requirements for the specific major. PSYC 205 (Business and Industrial Psychology) may be credited as a business elective where applicable. *Students may declare a major in only one of the seven business areas, and they may not combine a business minor with any business major.*

Core Requirements (33 hours): BUSI 111, 114, 131, 141, 221, 250, 497; ECON 110, 120, 250; CSCI 250.

Accounting Major, C.M.A. track (30 hours): BUSI 211, 212, 217, 218, 219, 313, 314, 318, 319, 332.

Accounting Major, C.P.A. track (30 hours): BUSI 211, 212, 213, 217, 219, 311, 315, 318, 319, and a 3-hour elective in business at the 200 level or above.

Business Administration Major (18 hours): BUSI 222, 232, 342, and 9 hours of business electives at the 200 level or above.

International Business Major (12-18 hours): BUSI 234, 244, 324; ECON 331; and 6 hours of a single foreign language or proficiency in a native language other than English.

Management Major (18 hours): BUSI 230, 232, 330, 332, and 6 hours of business electives at the 200 level or above.

Marketing Major (18 hours): BUSI 242, 340, 342, 343, and 6 hours of business electives at the 200 level or above.

The department recommends that majors elect the following courses, some of which will fulfill general studies requirements: PHIL 230; PSYC 101; SOCI 101; a political science course; and MATH 110 or 130. MATH 161 is strongly recommended for all students who plan graduate study.

Requirements for Business Minor

15 semester hours, including BUSI 111, 131, 141, and two 3-hour business electives, at the 200 level or above.

BUSI 111. Principles of Financial Accounting. **3 hrs.**
Introduction to the fundamental principles involving business transactions necessary for financial reporting.

BUSI 114. Principles of Managerial Accounting. **3 hrs.**
An examination of accounting methods from the viewpoint of management. Topics are related to the analysis and use of financial information. *Prerequisite*: BUSI 111.

BUSI 131. Principles of Management. **3 hrs.**
The study of management concepts and practices applicable to all organizations and their impact on planning and organizational development. This course covers a range of management topics, including policy formation, managerial functions, organization theory, motivation, and time management.

BUSI 141. Principles of Marketing. **3 hrs.**
Examination of the theoretical and practical foundations of marketing in a global-managerial framework. Emphasis on applied economics and marketing-mix decision variables: product, pricing, channels, and promotion. Group projects, case studies, and

computer simulations. Business calculator required. *Pre- or co-requisite*: Any 100-level math course except MATH 150 or placement in MATH 161.

BUSI 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

BUSI 211. Intermediate Accounting I. **3 hrs.**
A study of the accounting statements and the limitations involved in their preparation. Emphasis is on accounting theory and concepts and on analysis of the problems that arise in applying these concepts to financial accounting. Alternate views to the generally accepted position are explored and evaluated. *Prerequisite*: BUSI 114.

BUSI 212. Intermediate Accounting II. **3 hrs.**
Continued emphasis on accounting concepts; on conflicts and limitations that exist within the traditional structure of accounting theory. Attention is focused on the use of accounting information as a basis for decision making of management, stockholders, creditors, and other users of financial statements and accounting reports. *Prerequisite*: BUSI 211.

BUSI 213. Intermediate Accounting III. **3 hrs.**
Continuation of Intermediate Accounting II. Application of accounting theory to equity concepts. Other topics include leases, pensions, income taxes, accounting changes, and special accounting topics. *Prerequisite*: BUSI 212.

BUSI 215. Managerial Accounting. **3 hrs.**
A survey of accounting methods from the viewpoint of management, income measurement, analysis of and interpretation of accounting data, internal cost reports, operation budgets, standard costs, transfer jobs, job and process costing, capital budgeting. *Prerequisite*: BUSI 114.

BUSI 217. Cost Accounting I. **3 hrs.**
Emphasis is placed on the cost data accumulation methods used in a job order and in a process cost system. *Prerequisite*: BUSI 114.

BUSI 218. Cost Accounting II. **3 hrs.**
Emphasis is placed on controlling costs through budgeting and standard cost systems. Detailed attention is given to cost analysis and profit planning as they relate to decision making. *Prerequisite*: BUSI 217.

BUSI 219. Accounting Information Systems. **3 hrs.**
An introduction to the design and operation of data processing systems used to manage business transactions and accumulate information for financial and managerial accounting needs. Includes experience in using integrated accounting system software and spreadsheets. *Prerequisite*: BUSI 114.

BUSI 221. Principles of Finance. **3 hrs.**
A study of the methods and instruments used to finance the operations of a firm. Emphasis on the value of the firm and how financial decisions affect that value. Additional topics include working capital management, leverage, risk, cost of capital, and dividend policy. *Prerequisite*: BUSI 114.

BUSI 222. Financial Planning. **3 hrs.**
An overview of the personal financial planning process: establishing goals and objectives, forecasting lifetime income, evaluating alternative investments, money management, and taxation. Includes concepts, theories, and analytical methods used in financial planning. *Prerequisite*: BUSI 114.

BUSI 223. Fundamentals of Investing. **3 hrs.**
Introduction to basic financial concepts relating to marketable investment choices (common stock, debt securities, options, futures, etc.). The student will examine the analy-

sis and research necessary to make good investment choices and learn some of the language of investments. *Prerequisite*: BUSI 111.

BUSI 225. Intermediate Finance. **3 hrs.**
Analysis and discussion of financial theories and practice relating to major corporate financial decisions--long-term investment and financing. Topics include cost of capital, capital structure, risk analysis, capital budgeting, long-term financing, financial forecasting, and financial analysis and planning. *Prerequisite*: BUSI 221.

BUSI 226. Financial Institutions. **3 hrs.**
Analysis of the principles underlying decision making in the administration of specialized financial institutions and activities, such as commercial banks, insurance companies, finance companies, mutual funds, investment banking, mortgage banking. *Prerequisite*: BUSI 221.

BUSI 230. Human Resource Management. **3 hrs.**
Personnel problems of operating management. Policy decisions and practices involving selection, recruitment, training, job analysis and evaluation, work load, motivation, remuneration, morale, discipline, personnel appraisals, management development, and other areas. *Prerequisite*: BUSI 131.

BUSI 232. Organizational Behavior. **3 hrs.**
An examination of the "people" side of management. The study of organizational behavior attempts to understand why people behave the way they do in organizations. Includes such topics as teamwork, group dynamics, motivation, and leadership. *Prerequisite*: BUSI 131.

BUSI 234. International Business Management. **3 hrs.**
The many considerations of management in the global context. Includes topics such as various cultural, legal, and social environments. Special attention is given to corporate social responsibility and ethics. *Prerequisite*: BUSI 131. *This course satisfies the International Cultural Studies requirement for the General Studies Curriculum.*

BUSI 242. Advertising Management. **3 hrs.**
Integrates theory with planning, management, and strategy. Draws on the extensive research in advertising, consumer behavior, communications, marketing, and sales promotion to provide a basis for understanding the marketing communications process, how it influences the consumer decision process, and how to develop effective promotional strategies. Group projects on promotional design and media planning. *Prerequisite*: BUSI 141.

BUSI 244. International Marketing. **3 hrs.**
Examination of marketing managerial processes in international contexts. Analysis of the impact of international economics, culture, and nationalistic governmental policies on trade patterns and marketing decision making in multinational firms. *Prerequisite*: BUSI 141. *This course satisfies the International Cultural Studies requirement for the General Studies Curriculum.*

BUSI 246. Sales Management. **3 hrs.**
Introduction to selling viewed from principles and practices, management, policy formulation, the selling process, selecting personnel and training. *Prerequisite*: BUSI 141.

BUSI 250. The Legal Environment of Business. **3 hrs.**
A survey course in business law designed to introduce students to a wide array of legal considerations in organizational life. *Satisfies advanced composition requirement for general studies.*

BUSI 311. Advanced Accounting. **3 hrs.**
A study of partnerships, special sales procedures, consolidations, fiduciaries, and fund accounting. Emphasis is on the consolidation of corporate holdings given various complex situations. *Prerequisite*: BUSI 213.

BUSI 313. Certified Management Accountant Review I. **3 hrs.**
A current and comprehensive analysis of Certified Management Accountant exam content specifications in preparation for the CMA Uniform Exam. *Prerequisite*: BUSI 218.

BUSI 314. Certified Management Accountant Review II. **3 hrs.**
Continuation of BUS 313. *Prerequisite*: BUSI 313.

BUSI 315. Auditing. **3 hrs.**
Work of accountant in investigating, interpreting, and appraising accounting and related records. *Prerequisite*: BUSI 217.

BUSI 318. Income Tax Accounting I. **3 hrs.**
A study of income tax law as it applies to the individual, partnership, and corporation. Emphasis is on the preparation of individual returns and the understanding of how to research the answer to a tax question using standard tax research aids. *Prerequisite*: BUSI 114.

BUSI 319. Income Tax Accounting II. **3 hrs.**
Theory and practice in the areas of partnership, corporate, estate, and trust taxes, with emphasis on the accounting and management planning aspects. Income tax regulations and analysis of income tax considerations relative to each type of entity. *Prerequisite*: BUSI 318.

BUSI 324. International Corporate Finance. **3 hrs.**
International considerations in corporate financial decision making, investment, and financing. Exchange rate forecasting, capital budgeting for foreign subsidiaries, international capital markets, international financing and capital structure decisions, multinational financing, multinational capital management, direct foreign investment. *Prerequisite*: BUSI 221.

BUSI 325. Advanced Financial Analysis. **3 hrs.**
Examination of the tools and techniques of financial planning and analysis at the level of the firm. Topics include capital budgeting, working capital management, capital structure strategy, and financial planning and forecasting. *Prerequisite*: BUSI 221.

BUSI 330. Operations Management. **3 hrs.**
A survey of the quantitative techniques used in the modern business organization. A number of deterministic and probabilistic models will be introduced with an emphasis on their application to relevant business problems. *Prerequisite*: BUSI 131.

BUSI 332. Leadership. **3 hrs.**
The study of leadership is the study of social influence. An examination of the history of leadership research, the major models of leadership, and the components of leadership. Special attention is given to the "Transformational Leadership" model. *Prerequisite*: BUSI 131 or permission of instructor.

BUSI 333. Free Enterprise Studies and Projects. **3 hrs.**
A service-learning course consisting of classroom and field experience designed to help students develop leadership, teamwork and communication skills through learning, practicing, and teaching the principles of free enterprise in the global economy. *Prerequisite:* Permission of instructor.

BUSI 336. Management Science. **3 hrs.**
A study of the applications of various mathematical techniques to the solution of modern business problems. Topics include decision tables, linear programming, network analysis, inventory models, PERT, and simulation. *Prerequisite*: ECON 250.

BUSI 337. Labor Management. **3 hrs.**
Historical development of the labor movement, collective bargaining, role of government in the labor field, wage and employment theory, and the public interest. *Prerequisite*: BUSI 131.

BUSI 340. Marketing Research. **3 hrs.**
Examines the role of marketing research in business decision making. Emphasis on technical and substantive issues in conducting survey research. Group research projects include questionnaire design, data collection, data analysis, and interpretation and presentation of findings. *Prerequisites*: BUSI 141, ECON 250.

BUSI 342. Marketing Strategy. **3 hrs.**
Examines the strategic, tactical, and administrative issues surrounding marketing management decisions. Draws heavily on applied economics, the behavioral sciences, applied mathematics, and managerial accounting. Case studies, computer simulations, and marketing plans. *Prerequisite*: BUSI 141.

BUSI 343. Marketing and Consumer Behavior. **3 hrs.**
Examines the interactive influences of affect, cognition, behavior, and the external environment on the consumer decision process. Emphasis on causal research design and analysis. Group research projects include hypothesis development, experimental or quasi-experimental design, data collection and analysis, and theory testing. *Prerequisite*: BUS 141.

BUSI 347. Topics in Marketing. **3 hrs.**
Examines the current and classical literature relevant to marketing. Topics may include applied economics, applied social psychology, ethics and social responsibility, nonprofit marketing, and marketing and technology. *Prerequisite*: BUSI 141.

BUSI 352. Business Communications. **3 hrs.**
Focuses on principles and techniques involved in organizing ideas, writing effective business letters, and presenting reports, both oral and written.

BUSI 497. Business Policy and Strategy. **3 hrs.**
An integrative capstone course bringing into focus the interrelationship of the functional areas--accounting, finance, production, marketing, human resources, information systems--which, together with the necessary attitudes and skills, are required of managers to make a business successful, considering its environment and public responsibilities. Students apply what they have learned in core and specialized area courses to the overall management function in the enterprise. Includes significant research, writing, and presentation components. *Satisfies advanced composition requirement for general studies*. *Prerequisite*: Senior business major.

FIVE-YEAR UNDERGRADUATE/MASTER OF BUSINESS ADMINISTRATION PROGRAM

The Five-Year Undergraduate Master of Business Administration Program is open to all undergraduate majors. The program articulates undergraduate and graduate study so that students can graduate after five years with a Bachelor's degree in their chosen major plus a Master of Business Administration degree. The program requires 120-141 hours of undergraduate work and 30-33 hours of graduate work.

- Business majors complete all undergraduate degree requirements, except for BUSI 497, Business Policy and Strategy.
- This program enables accounting majors to earn the M.B.A. degree while accumulating the 150 hours of college credit required to take the C.P.A. examination.

- Economics and non-business majors complete all undergraduate degree requirements for their program, with the final undergraduate requirement being met during the last semester of the 5th year.

A maximum of 12 graduate hours may be waived for students who complete an undergraduate principles-level business course *and* an appropriate second-level course for each M.B.A. course waived. Non-business/non-economics undergraduate majors will need to complete the necessary undergraduate business and economics courses to qualify for waived graduate hours; these undergraduate courses would constitute a business minor (plus 6 hours) for approximately 21 additional hours as follows: BUSI 111, 114, 131, 141, ECON 120, an elective Business Management course, and an elective Business Marketing course. In addition, ECON 250 is strongly recommended for non-business/non-economics majors.

Courses subject to waiver are:

For Accounting (C.M.A. and C.P.A. track) majors: BUSI 510, 530, 540, 610 (12 hours)
For Business Administration majors: BUSI 510, 530, 540 (9 hours)
For Economics majors: BUSI 510, 530, 540, 560 (12 hours)
For Finance majors: BUSI 510, 520, 530, 620 (12 hours)
For International Business majors: BUSI 510, 520, 530, 540 (12 hours)
For Management majors: BUSI 510, 530, 540, 630 (12 hours)
For Marketing majors: BUSI 510, 530, 540, 640 (12 hours)
For Non/Business/Non-Economics majors: BUSI 510, 530, 540 (9 hours)

**BUSI 530 will be waived if the student completes a management course at the 200-level or above (other than BUSI 232)*

**BUSI 540 will be waived if the student completes a marketing course at the 200-level or above (other than BUSI 340)*

Students who have earned a 3.0 cumulative grade point average and are interested in the Five-Year Undergraduate/Master of Business Administration Program must make application to the Director of the M.B.A. Program during their junior year. The M.B.A. Admission Committee will notify students of its decisions. *Admission to the College does not automatically admit students to the M.B.A. program.* Students admitted to the program may begin taking M.B.A. courses during their fourth year, or they may choose to begin graduate courses during the summer between years four and five. Non-business/Non-Economics majors must complete all requirements for their chosen major in addition to 21 undergraduate business/economics hours and 33 graduate business hours; it is strongly recommended that these students take ECON 120 to satisfy their Social Sciences requirement and either BUSI 234 or BUSI 244 to satisfy their Global Cultural Studies requirement.

Students in the five-year program who wish to be awarded the bachelor's degree before the end of the five-year program will be required to complete *all* undergraduate degree requirements (including BUSI 497 for business majors) and will forfeit all course waivers for the five-year program unless the student maintains continuous enrollment in each academic semester in the M.B.A. program following the end of undergraduate coursework.

CHEMISTRY

ASSOCIATE PROFESSORS: Darcey Wayment, Edward Wovchko
ASSISTANT PROFESSOR: Timothy Troyer
LECTURER: Melissa Charlton-Smith, Xue-Hui Wayment

The Chemistry Department provides an appropriate curriculum for your specific career plans. Students who complete a chemistry major will (1) demonstrate knowledge in the major fields of chemistry: inorganic, organic, analytical, physical, and biochemistry; (2) design and execute experiments, analyze data, and present conclusions; (3) utilize modern instrumentation for chemical analysis; (4) work effectively as an individual and in groups; (5) become a better problem solver and more confident scientific thinker; (6) search, comprehend, and communicate findings from chemical literature; (7) obtain skills for employment or for professional or graduate school. The B.S. major in chemistry provides an intensive chemistry background for graduate work in chemistry, for immediate employment, and for health-related fields. The B.S. major in materials chemistry, offered in collaboration with the Physics Department, is designed for students interested in graduate study in chemistry and materials engineering, and those desiring immediate employment in materials industries. The B.A. chemistry major prepares students for future studies in pharmacy, medicine, dentistry and optometry, and is often pursued in combination with a B.S. major in biology. In addition to the above offerings, students may pursue the chemistry education major or a minor in chemistry. Our program provides undergraduates with personal attention from a dedicated faculty and the challenge of an independent research project in areas such as nanotechnology, pharmaceuticals, renewable energy, medicinal chemistry, environmental science, microfluidics and materials.

Requirements for a Bachelor of Science Major

56-57 semester hours including CHEM 161, 163L or CHEM 165, 167L; CHEM 221, 222, 223L, 224L, 231, 233L, 331, 332, 333L, 334L, 340, 341L, 350, 351L, 370 (4 hrs.), 399, 497; MATH 161, 162; PHYS 151,152.

Requirements for a materials chemistry Bachelor of Science Major

57-58 semester hours including CHEM 161, 163L or CHEM 165, 167L; CHEM 221, 222, 223L, 224L, 231, 233L, 331, 332, 333L, 334L; one course selected from CHEM 340 or 350; CHEM 370, 399, 497; MATH 161, 162; PHYS 151,152, 320, 321L, 330, 331L.

Requirements for a Bachelor of Arts Major

31 semester hours including CHEM 161, 163L or CHEM 165, 167L; CHEM, 221, 222, 223L, 224L, 231, 233L; four hours selected from CHEM 320, 322L or CHEM 331, 333L or CHEM 332, 334L; one course selected from CHEM 250, 340 or 350; CHEM 370, 497; MATH 161 or 162.

Requirements for Minor

16 hours, including CHEM 161, 163L or CHEM 165, 167L; 221, 222, 223L, 224L, 231, 233L.

A student in any course for which there is a corresponding laboratory must enroll in that laboratory or its approved substitute, except when specified in course description or with approval of the department.

CHEM 105. General Chemistry I. **3 hrs.**
A general studies course that surveys the basic principles of physical and inorganic chemistry, appropriate for students in nursing, athletic training and related fields. Lecture. *Co-requisite*: CHEM 107L. *CHEM 105-106 and labs do not count toward a major or minor in chemistry.*

CHEM 106. General Chemistry II. **3 hrs.**
A continuation of CHEM 105, but with an emphasis on introductory organic chemistry and biochemistry, appropriate for students in nursing, athletic training and related fields. *Prerequisites*: CHEM 105, 107L, or permission of instructor. *Co-requisite*: CHEM 108L.

CHEM 107L. General Chemistry I Laboratory. **1 hr.**
The laboratory for CHEM 105. *Co-requisite*: CHEM 105.

CHEM 108L. General Chemistry II Laboratory. **1 hr.**
The laboratory for CHEM 106. *Prerequisites*: CHEM 105, 107L. *Co-requisite*: CHEM 106.

CHEM 155. Forensic Science. **3 hrs.**
A general studies course that will introduce the student to the various methods used by forensic crime labs to examine physical evidence. These methods involve the analysis of such substances as glass, ink, bullets, fabrics/fibers, blood, drugs, explosives, fingerprints and DNA fingerprinting. Science concepts involving density, atoms and molecules, simple chemical reactions, light and spectroscopy, solubility, chromatography, electrophoresis and immunoassay will be emphasized. Designed for non-majors. Laboratory and lectures.

CHEM 161. Chemistry for Science Majors. **3 hrs.**
A one-semester course in general chemistry designed for students majoring in science, engineering, pre-medicine, and related fields. It emphasizes essential chemistry concepts and problem solving skills, with particular attention to areas that are typically neglected or minimally studied in high school chemistry courses. Topics include: atomic theory; inorganic compounds; stoichiometry; chemical bonding and molecular structure; thermodynamics; acids-bases; kinetics. *Note: This course satisfies 3 credit hours of general/inorganic chemistry required by medical schools. Prerequisites*: Successful completion of one year of high school chemistry and satisfactory score on placement exam, or CHEM 105, 107L. *Co-requisite*: CHEM 163L. *Students may not receive credit for both CHEM 161 and CHEM 165.*

CHEM 163L. Chemistry for Science Majors Laboratory. **1 hr.**
The laboratory for CHEM 161. *Note: This course satisfies 1 credit hour of general/inorganic chemistry laboratory required by medical schools. Prerequisite*: Successful completion of one year of high school chemistry and satisfactory score on placement exam, or CHEM 105, 107L. *Co-requisite*: CHEM 161. *Students may not receive credit for both CHEM 163L and CHEM 167L.*

CHEM 165. Progressive Chemistry for Science Majors. **3 hrs.**
A one-semester course in general chemistry designed for advanced students majoring in chemistry, engineering, pre-medicine, and related fields who have completed AP high school chemistry or have comparable experience. It is assumed that students understand scientific notation, atoms, ions, molecules, ionic compounds, stoichiometry and aqueous solution chemistry. The course begins with chemistry concepts and problem

solving skills typically neglected of minimally studied in high school chemistry courses. *Note: This course satisfies 3 credit hours of general/inorganic chemistry required by medical schools. Prerequisites*: Successful completion of high school AP chemistry or passing a placement exam. *Co-requisite*: CHEM 167L. *Students may not receive credit for both CHEM 161 and CHEM 165.*

CHEM 167L. Progressive Chemistry for Science Majors Laboratory. 1 hr.
The laboratory for CHEM 165. *Note: This course satisfies 1 credit hour of general/ inorganic chemistry laboratory required by medical schools. Prerequisites*: Successful completion of high school AP chemistry or passing a placement exam. *Co-requisite*: CHEM 165. *Students may not receive credit for both CHEM 167L and 163L.*

CHEM 188, 288, 388, 488. Special Topics. 1-3 hrs.
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

CHEM 221. Organic Chemistry I. 3 hrs.
A one-semester survey including functional groups, fundamental concepts, nomenclature and reactions. Lecture. *Prerequisites*: CHEM 161, 163L. *Co-requisite*: CHEM 223L.

CHEM 222. Organic Chemistry II. 3 hrs.
An in-depth exploration of organic chemistry with emphasis on mechanisms, synthesis and spectroscopy. Includes an introduction to biochemistry. Lecture. *Prerequisites*: CHEM 221, 223L. *Co-requisite*: CHEM 224L.

CHEM 223L. Organic Chemistry I Laboratory. 1 hr.
The laboratory for CHEM 221. *Prerequisites*: CHEM 161, 163L. *Co-requisite*: CHEM 221.

CHEM 224L. Organic Chemistry II Laboratory. 1 hr.
The laboratory for CHEM 222. *Prerequisites*: CHEM 221, 223L. *Co-requisite*: CHEM 222.

CHEM 231. Analytical Chemistry. 3 hrs.
An introduction to the analysis of inorganic and organic samples. Topics include: chemical equilibria and volumetric methods, the statistical analysis of data and an introduction to instrumental methods including spectroscopic, electrometric, and chromatographic techniques. *Note: This course satisfies 3 credit hours of general inorganic chemistry required by medical schools. Prerequisites*: CHEM 161, 163L or CHEM 165, 167L. *Co-requisite*: CHEM 233L.

CHEM 233L. Analytical Chemistry Laboratory. 1 hr.
The laboratory for CHEM 231. *Note: This course satisfies 1 credit hour of general/ inorganic chemistry laboratory required by medical schools. Prerequisites*: CHEM 161, 163L or CHEM 165, 167L. *Co-requisite*: CHEM 231.

CHEM 250. Environmental Chemistry. 3 hrs.
Study of the fundamental chemical aspects of environmental problems. This includes atmospheric chemistry, toxic substances, water chemistry, global warming, and other environmental concerns. *Prerequisites*: CHEM 221, 223L or permission of instructor.

CHEM 251L. Environmental Chemistry Laboratory. 1 hr.
The laboratory for CHEM 250. *Prerequisite*: CHEM 221 or permission of instructor.

CHEM 320. Physical Chemistry for Biological Sciences. 3 hrs.
A one-semester course in physical chemistry focusing on applications to biochemical systems, with greater emphasis on physical concepts and less mathematical development. Topics include: quantum chemistry; thermodynamics; equilibria; kinetics; transport; macromolecules; and statistical thermodynamics. *Prerequisites*: CHEM 231,

233L; MATH 161 or 162. *Co-requsite*: CHEM 322L.

CHEM 322L. Physical Chemistry for Biological Sciences Laboratory. 1 hr.
The laboratory for CHEM 320. *Prerequisites*: CHEM 231, 233L; MATH 161 or 162. *Co-requisite*: CHEM 322L.

CHEM 331. Quantum Chemistry & Molecular Spectroscopy. 3 hrs.
A course in physical chemistry taking a microscopic approach to studying chemical phenomena through quantum theory, molecular modeling, and molecular spectroscopy. Topics include: atomic and molecular structure; computer-assisted modeling; gas laws; rotational, vibrational, and electronic spectroscopy. *Prerequisites*: CHEM 231, 233L; MATH 162; PHYS 152. *Co-requisite*: CHEM 333L.

CHEM 332. Thermodynamics, Statistical Mechanics, & Kinetics. 3 hrs.
A course in physical chemistry taking a microscopic approach to studying chemical composition, structure, and transformation. Topics include: Boltzmann distribution; partition functions; laws of thermodynamics; phase transformation; equilibrium; kinetic theory of gases; diffusion; rate laws; reaction mechanisms; dynamics. *Prerequisites*: CHEM 231, 233L; MATH 162; PHYS 152. *Co-requisite*: CHEM 334L.

CHEM 333L. Quantum Chemistry & Molecular Spectroscopy Laboratory. 1 hr.
The laboratory for CHEM 331. *Prerequisites*: CHEM 231, 233L; MATH 162; PHYS 152. *Co-requisite*: CHEM 331.

CHEM 334L. Thermodynamics, Statistical Mechanics, & Kinetics Lab. 1 hr.
The laboratory for CHEM 332. *Prerequisites*: CHEM 231, 233L; MATH 162; PHYS 152. *Co-requisite*: CHEM 332.

CHEM 340. Advanced Inorganic Chemistry. 3 hrs.
A survey of the chemistry of inorganic elements with emphasis on the transition metals. Topics include: symmetry; molecular orbital theory; acid-base donor-acceptor; coordination chemistry; organometallics; catalysis; bioinorganic chemistry; solid state chemistry. *Prerequisites*: CHEM 222, 224L, 231, 233L. *Co-requisite*: CHEM 341L.

CHEM 341L. Advanced Inorganic Chemistry Laboratory. 1 hr.
The laboratory for CHEM 340. *Prerequisites*: CHEM 231, 233L. *Co-requisite*: CHEM 340.

CHEM 350. Biochemistry. 3 hrs.
Structure, function, and metabolism of biomolecules, with emphasis on the flow of energy. *Prerequisites*: CHEM 222, 224L.

CHEM 351L Biochemistry Laboratory 1 hr.
The laboratory for CHEM 350. *Prerequisites:* CHEM 222, 224L. *Co-requisite:* CHEM 350.

CHEM 370. Advanced Chemistry Topics. 2 hrs.
Junior and senior level advanced seminar-type chemistry course extending beyond the core curriculum. Advanced topic offerings vary each semester and depend upon the expertise of faculty and interest of students. Possible course focus topics include (but are not limited to): bioanalytical separations; computational chemistry; instrumental analysis; group theory; surface and materials chemistry; forensic chemistry; medicinal chemistry; nanotechnology; advanced organic synthesis. *Prerequisites*: CHEM 222, 224L, 231, 233L, and others depending on course topic. *Repeatable for credit with different course topic.*

CHEM 399. Research. 2-3 hrs.
Undergraduate research, as a distinctively problem-oriented rather than discipline-oriented activity, can integrate the components of the core chemistry curriculum into a unified picture. Additionally, well-planned research helps undergraduate chemistry students acquire a spirit of inquiry, initiative, independence, sound judgment, patience,

persistence, alertness, and the ability to use the chemical literature. By supervising research, faculty members project their enthusiasm onto students, and maintain professional development and scholarly productivity. Individually supervised research projects are usually the highlight of a student's academic work at college and will the student for graduate school, industry, and various other scientific endeavors. *Prerequisites*: CHEM 221, 223L, 231, 233L. *Note: Research must be performed at WVWC during an academic term.*

CHEM 497. Seminar. **2 hrs.**
Development of scientific communication skills; oral and written presentations derived from the primary chemical literature; introduction to on-line literature search skills. *Satisfies advanced composition requirement for general studies. Prerequisite*: Senior-status chemistry major or minor.

CHRISTIAN EDUCATION AND CHURCH LEADERSHIP

PROFESSOR EMERITA: Phyllis Coston
PROFESSOR EMERITUS: Marvin Carr
LECTURER: Angela Gay Kinkead

The Christian education major offers a solid blend of practice and theory for persons preparing for ministry as pastors, Christian educators, youth ministers, and church and community workers. The major is certified by the United Methodist Board of Higher Education and Ministry. It prepares persons for work in the church and for graduate theological studies.

Areas of competency in theory and practice include (a) sound orientation for ministry, certification, and ordination; (b) critical appreciation and knowledge of the Bible, theology, and Christian education theory; (c) a working knowledge of human and faith development; (d) teaching-learning skills sharpened in local church and mission settings.

Within the major students may choose to earn a letter of endorsement for specialization in children's ministry, youth ministry, family ministry, outreach ministry or pastoral leadership. Focused internships are related to these areas.

Requirements for Major

31-33 semester hours, including CHED 110, 120, 210, 310; one ministry area course selected from CHED 240, 250, 260, 270, 322; CHED 395, 411, 412; RELG 221 or 222; RELG 330 or 335; EDUC 201 or PSYC 235 or 236. Students who plan to be certified by the United Methodist Church in Christian Education or Youth Ministry are required to take RELG 208 (United Methodist Heritage).

Requirements for Minor in Christian Education

15 semester hours in Christian education, including CHED 310.

Requirements for Minors or Letters of Endorsement.

Degree-seeking students not majoring or minoring in Christian education may declare a minor in any of the following five areas of specialization. Christian education majors and minors and non degree-seeking students who complete these areas of specialization will be awarded letters of endorsement that may enhance opportunities for employ-

ment or volunteer work. The internship (CHED 395) must be related to the area of specialization.

Requirements for Children's Ministry Minor or Letter of Endorsement.
18 semester hours, including CHED 120, 310, 395; PSYC 235 or EDUC 201; SOCI 220; and one additional course in Christian education.

Requirements for Youth Ministry Minor or Letter of Endorsement.
18 semester hours, including CHED 310, 322, 395; PSYC 236; SOCI 310; and one additional course in Christian education.

Requirements for Family Ministry Minor or Letter of Endorsement.
18 semester hours, including CHED 260, 310, 395; PSYC 236; SOCI 220; and one additional course in Christian education.

Requirements for Outreach Ministry Minor or Letter of Endorsement.
15 semester hours, including CHED 240, 310, 395; SOCI 210; and one additional course in Christian education.

Requirements for Pastoral Leadership Minor or Letter of Endorsement.
15 semester hours, including CHED 250, 270, 310, 395 and SOCI 220.

CHED 110. Introduction to Church and Service Vocations. **3 hrs.**
An introduction to opportunities for Christian ministry and service vocations as an ordained elder or deacon or as a lay person. Discussion with professionals concerning standards and expectations.

CHED 120. Foundations, Curriculum and Children. **3 hrs.**
A study of curriculum theory, curriculum materials, and personal learning styles and teaching skills, with an emphasis on teaching the Bible to and working with children.

CHED 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

CHED 210. Leadership in the Church. **3 hrs.**
Leadership processes in the life of the church; theology of the church as it relates to ministry; group dynamics and planning procedures; structures and programming for ministry.

CHED 240. Outreach Ministry. **3 hrs.**
Application of social concern principles to the needs of persons through actual experience of volunteer service; orientation to church efforts to cooperate with social agencies; study of poverty. Involves volunteer service.

CHED 250. Introduction to Worship. **3 hrs.**
Spiritual and biblical foundations, history, and practice of Christian worship with particular attention to the sacraments, the liturgical calendar, patterns of worship, contemporary worship practices, planning of worship within contexts, liturgy and the arts, and use of corporate prayer..

CHED 260. Family and Intergenerational Ministry. **3 hrs.**
A study of ministry to families in today's diverse and changing society, including ways to develop effective intergenerational programs in church settings.

CHED 270. Spiritual Disciplines for Church Leaders and Educators. **3 hrs.**
Exploration of the nature and practice of spiritual disciplines (excluding corporate worship), drawn from classical and contemporary traditions. All those interested, especially current and future church leaders and teachers, will acquire a foundation for their personal spiritual practices as well as approaches that will encourage and support such practices within the life of faith communities.

CHED 310. Christian Education Theory. **3 hrs.**
The implications of theology and Christian education theory for the practice of Christian education. A historical survey, including the Sunday school, religious education, and Christian education movements; leading theorists and issues.

CHED 322. Youth Ministry. **3 hrs.**
A study of effective youth ministry in the context of their changing world and values, including leadership dynamics, developmental theory, teaching/learning principles and methods, teaching the Bible to youth, theological interpretation, and ethical issues.

CHED 395. Focused Internship. **1-3 hrs.**
Orientation and practice in youth, outreach, children's, or family ministry or pastoral leadership under qualified professionals in the church and/or church agencies. The internship is governed by a contract designed by the instructor in consultation with the field supervisor and the student. 35 to 40 contact hours are required for each hour of academic credit, plus assigned readings and reports specified in the learning objectives of the learning contract.

CHED 411. Senior Field Work I. **3 hrs.**
Development of teaching and learning skills in local church settings and in planning and leading teacher training workshops. Application of Bible and theology in light of human growth and faith development. Clarification of professional standards and personal objectives. *Prerequisite*: CHED 310.

CHED 412. Senior Field Work II. **3 hrs.**
Refinement of comprehension of contemporary theories of teaching-learning in relation to theology and practice. Senior research paper: reflection on a relevant issue in light of theology and Christian education theory. *Prerequisite*: CHED 310.

COLLEGE

COLL 104. College Study Strategies. **1 hr.**
College Study Strategies is designed to help students make the academic adjustment to college life. The small group structure of the course will enable the instructors from The Learning Center to assist students with differing needs. In this class, students will: 1) develop a working knowledge of the information processing model of memory, 2) demonstrate an understanding of personal learning style, 3) choose effective academic strategies to understand and remember information associated with current academic course work, 4) learn to monitor academic progress, 5) develop an awareness of personal reasons for attending college. *This course is open to first and second year students only. Offered both 1st and 2nd quarters.*

COLL 109. Tutor Training Level I. **0-1 hr.**
An introduction to tutoring based on the philosophy that the goal of tutoring is student independence. The class emphasizes tutor guidelines, goals, responsibilities, roles, and strategies appropriate for the tutorial session. This quarter course is among the requirements for students wishing to tutor in the Learning Center peer tutoring program and has been designed to meet the tutor certification criteria through the College Reading and Learning association. *If the course causes an overload, it may be taken for zero credit. Prerequisite*: GPA of 3.0 or above in the subject to be tutored and permission of the instructor.

COLL 150. Career Planning. **1 hr.**
A course designed primarily for "undecided" students. Participants identify and evaluate their interests, skills, and career options through a series of interactive exercises and guided workshops. *Open only to freshmen and sophomores.*

COLL 305. Graduate School Test Preparation. **1 hr.**
A course designed to give students an opportunity to study and prepare for the various examinations required for admission to graduate schools. (GRE, LSAT, GMAT, etc.) Students take four full-length model tests over the course of the semester, analyze their test results and use the analysis to plan their preparation.

COLL 405. Job Search for Seniors. **1 hr.**
Seniors prepare to "market" themselves through the development of applied skills in resume and cover letter writing and job search techniques. Intensive interviewing practice includes videotaped interviews for self-critique.

COMMUNICATION

PROFESSOR: Kathleen M. Long
ASSOCIATE PROFESSOR: Kevin C. Lee
ASSISTANT PROFESSORS: Peter W. Galarneau, Jr., Mu Hu
INSTRUCTORS: Erin B. C. Bentley, Jeffrey R. Carlson

The Communication Department pursues the study of how humans make and interpret meaning through the design, delivery and evaluation of messages as individuals, in media, and in various cultures and contexts. In pursuit of this overall goal, three fields of study are offered: Communication Studies, Media Studies and Public Relations. The Communication Studies major focuses on the design and impact of messages on the individual in various contexts and cultures. The Media Studies major examines and practices how various media deliver news and information to audiences in the traditional media and the multiple and interactive ways of the new digital and electronic media. The Public Relations major studies the design, delivery and impact of communication as organizations strive to build relationships between themselves and their various publics.

All three majors emphasize analytical thinking, writing and oral expression and require an internship which creates a bridge between theory and applied knowledge. This broad communication background is accomplished through the communication core of 6 courses (16 credit hours) required of all three majors. Students, undecided about a major, may take core courses before selecting their particular major. Core courses include: COMM 111, 230, 318, 320, 327 and an internship (COMM 495, 496 or 497). This broad background together with each major's required and elective courses prepares communication department graduates to apply their knowledge and skills to careers in business, not-for-profit organizations, public relations, broadcasting, print and new media platforms, or service-oriented fields. These majors also prepare our graduates for graduate study in such areas as interpersonal communication, organizational behavior, instructional communication, public relations, or integrated marketing communication.

Majors and minors, as well as non-majors, benefit from a flexible program of courses and co-curricular activities, such as serving as disc jockeys and staff for C92-FM, the campus radio station, or writing, editing or serving as staff for *The Pharos*, the campus newspaper, and individually tailored internships. In consultation with department faculty, students may select courses that will prove helpful in achieving individual goals. *Majors and minors within the department may not be combined*

Requirements for Communication Studies Major

36 semester hours including COMM 111, 221, 226, 230, 318, 320, 324, 325, 327, 329, 495, and 5 hours of electives in communication. Also required are four semesters of participation in C92-FM Radio, *The Pharos* newspaper or *Murmurmontis*, at least two semesters of which must be in radio.

Requirements for Communication Studies Minor

15 semester hours including COMM 221, 226, 230, 320, 327; two semesters of participation in C92-FM Radio or *The Pharos* newspaper or *Murmurmontis*, at least one semester of which must be in radio.

Requirements for Public Relations Major

38 semester hours including COMM 111, 230, 232, 234, 235, 318, 320, 327, 340, 342, 343, 444, 496, and 3 hours of electives in communication. Also required are two semesters of participation in C92-FM radio or *The Pharos* or *Murmurmontis*, one of which must be in radio.

Requirements for Media Studies Major

48 semester hours including COMM 111, 138, 139, 230, 232, 234, 235, 239, 318, 320, 327, 330, 335, 336, 337, 340, 341, 343, 438 and 497. Also required are four semesters of participation with major responsibilities in C92-FM radio or *The Pharos* or *Murmurmontis*, two of which must be in radio.

Requirements for Media Studies Minor

18 semester hours including COMM 138, 139, 230, 232, 234, 235, 239, 340; and either 343 **or** 344; two semesters of participation with major responsibilities in C92-FM, *The Pharos* or *Murmurmontis*, one of which must be in radio.

COMM 111. Introduction to the Communication Discipline. 1 hr.
An introduction to the discipline of communication that focuses on how people generate meanings within and across contexts, cultures, channels, and media. Experiences and projects will be offered to allow students to assess their own communication competence levels and methods of study and research that are used across the communication field. *Prerequisite*: Communication studies or public relations major.

COMM 121. Intercultural Communication Within the United States. 3 hrs.
A theoretical and practical survey of the intrapersonal and interpersonal dimensions of communication between co-cultures in the United States. Examination of the distinctive cultural orientations, behaviors, expectations, and values that affect our ability to communicate effectively with people from diverse cultures and co-cultures. *This course satisfies the United States Cultural Studies requirement for the General Studies Curriculum.*

COMM 138. Introduction to Newspaper Practicum. **1 hr.**
The student will be trained to become a regular staff member of *The Pharos*, participating in all paper activities and meetings. Each student will be responsible for compiling a portfolio reflecting the individual contribution he or she made to their assigned area -- either reporting, editing, layout and design, photography, public relations/advertising, or a combination thereof. *Prerequisites:* None. *Offered every semester.*

COMM 139. Introduction to Radio Broadcasting. **1 hr.**
The student will be trained to become a regular staff member of C92-FM participating in all station activities and meetings. The student will fulfill all requirements to become a certified and licensed radio broadcaster.

COMM 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on selected topic within the discipline that is not otherwise represented in the curriculum.

COMM 211. Fundamentals of Oral Communication. **3 hrs.**
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories in intrapersonal, interpersonal, small group, and public address will be studied. Practical communication experience will be provided through classroom exercises, group projects and speeches. *A 1-hour lab section is included. Students are required to earn a C or better in this course in order to graduate. Prerequisite*: ENGL 102.

COMM 215. Public Speaking. **3 hrs.**
The advanced study of preparation and delivery techniques for public speeches. Students will research and organize several types of speeches and present them using a variety of delivery styles. *Prerequisite*: COMM 211. *Offered fall semester, even years.*

COMM 220. The Cultural Impact on Organizations. **3 hrs.**
With the increase of globalization, forms of communication within organizations can be culturally diverse. Expectations have shifted from working with individuals with a common background to working with individuals from different cultures and/or countries. This impacts how organizations function and individuals work together in areas such as leadership, group communication, and decision-making. This course examines how culture impacts aspects of organizational communication and the daily interactions of people and messages within organizations. *This course satisfies the International Cultural Studies requirement for general studies. Offered May term.*

COMM 221. Interpersonal Communication. **3 hrs.**
A study of the situational and developmental views in building interpersonal communication and its influence in the enhancement, maintenance, and/or deterioration of relationships. Students will explore interpersonal communication theories, styles, competence levels and coding structures. Emphasis will also be given to various relational contexts, functions and patterns. *Prerequisite*: COMM 211. *Offered spring semester.*

COMM 226. Public Address. **3 hrs.**
Study of critical analysis of public discourse emphasizing uses of argument and language, historical context, and speaking occasion. Contemporary rhetorical theories will be discussed as means of evaluating public discourse. Strong emphasis on development of argumentative writing skills. *Prerequisite*: COMM 211. *Offered fall semester.*

COMM 230. Introduction to Media Studies. **3 hrs.**
An examination of the historical development of mass media, including print, radio, television and film. Government and other control, FCC laws, ethics and responsibility, and the effects of the mass media on our society and the future will be discussed. *Offered fall semester.*

COMM 232. News Media Writing. **3 hrs.**
Practice in the process of writing for the news media including investigation, design, and completion of publishable or airable news stories for all media contexts: newspaper, magazine, radio, television, and electronic. Discussion of various perspectives on social, institutional and individual responsibility, and ethics in information gathering and reporting. *Prerequisites*: ENGL 102. ***Offered fall semester.***

COMM 234. Principles of Visual Communication. **1 hr.**
Introductory survey course that explores the role of visual messages and design principles in the communication process and the importance of such messages to inform, educate and persuade. *Prerequisites:* None. *Offered fall semester.*

COMM 235. Digital Video Field Production. **3 hrs.**
Students will be trained in digital video production techniques for field productions. Emphasis will be on message and image design, mastery of camera and location shooting, lighting and sound production, editing and post-production techniques. *Prerequisites*: COMM 211, 230. *Offered spring semester.*

COMM 238. Newspaper Practicum. **1 hr.**
Students will continue their membership in *The Pharos* by significantly contributing, under the guidance of the course instructor and *The Pharos'* editors, to the production of the paper in one or more capacities -- reporter, editor, layout and design artist, photography or public relations/advertising specialist. Each student will be responsible for compiling a portfolio illustrating and reflecting on his or her individual contributions to the paper during the semester enrolled. *Prerequisite:* COMM 138. *Offered every semester. May be repeated for a total of five hours of credit.*

COMM 239. Radio Broadcasting Practicum. **1 hr.**
The student will be afforded the opportunity to strengthen practical radio experience in the radio broadcasting medium. The student will also complete an independent study, under the guidance of the instructor, on an advanced project in radio or video research and production. Each student will be responsible for the "pitch," design, and implementation of his or her own original project. *Pre or co-requisites*: COMM 139, 230, and instructor's permission. *May be repeated for a total of five hours of credit.*

COMM 318. Communication Research Methods. **3 hrs.**
Introduction to communication research design and experimental, survey, field, and ethnographic methodologies. Students will analyze and critique theory, research methodology and design in published studies, and prepare an original research paper. *Prerequisite*: Junior with at least 12 hours in communication or permission of instructor. *Offered fall semester.*

COMM 320. Small Group Communication. **3 hrs.**
A study of communication in small groups with a balance between analyzing theories of small group communication and applying practical procedures and techniques for improving the functioning of groups. *Prerequisite*: COMM 211. *Offered spring semester.*

COMM 324. Communication Theory. **3 hrs.**
Examination of the history, nature and purpose of communication theory, including predominant current theories in rhetoric and interpersonal, small group, mediated, and organizational communication and the role of communication theory in allied areas, such as health, law, family communication, international relations, and conflict resolution. *Prerequisite*: Junior with at least 12 hours in communication or permission of instructor. *Offered fall semester, odd years.*

COMM 325. Seminar in Communication. **3 hrs.**
A seminar designed to study advanced concepts in communication theory. Special

topics not covered in the regular course offerings will be discussed. *Satisfies advanced composition requirement for general studies. Prerequisite*: Junior or senior with at least 12 hours in communication or instructor's permission. *Offered spring semester, odd years.*

COMM 327. Persuasion. **3 hrs.**
A study of motivational appeals and social scientific approaches to creating and evaluating persuasive messages. Emphasis will be on applying theory by both analyzing examples and creating appeals for new circumstances. *Prerequisite*: COMM 211. *Offered spring semester.*

COMM 329. Organizational Communication. **3 hrs.**
A survey of organizational structure and process and the impact of organizational design on communication. Exploration of organizational communication theory and research with emphasis on preparing students to function effectively in formal organizations' dynamic communication systems and to solve problems involving the interactions of people and messages in organizations. *Prerequisite*: COMM 211. *Offered spring semester, even years.*

COMM 330. Media Theory. **3 hrs.**
This course will examine the origins of modern social science perspectives on media communication; and introduce a variety of contemporary theories of media communication, including their history, recent development, and criticism. *Satisfies advanced composition requirement for general studies. Prerequisite:* COMM 230. *Offered spring semester even years.*

COMM 335. Digital Studio Production. **3 hrs.**
An advanced-level video production course meant to augment skills learned from Digital Video Field Production in a controlled studio environment. Proper use of studio equipment and the professional production techniques associated with studio work will be emphasized. *Prerequisite:* COMM 235. *Offered fall semester.*

COMM 336. Media Ethics. **3 hrs.**
Media ethics is the study of the moral and professional conduct of practitioners in the communication professions across various communication contexts. The goal of the Media Ethics course is critical thinking through the study and process of decision-making based upon the principles, ethical standards and practices of media professionals. *Prerequisites:* COMM 230, 232. *Offered fall semester even years.*

COMM 337. Media Law. **3 hrs.**
This course is designed to introduce students to the concepts and issues related to the law of mediated communication: First Amendment theory, libel, privacy, copyright, access to government information, pornography and obscenity, and the regulations of the broadcasting and media industry, and internet-related issues. The perspectives of both professional communicators and the audience will be examined in this course. *Prerequisite:* COMM 230. *Offered fall semester odd years.*

COMM 340. Public Relations Principles and Practice. **3 hrs.**
Introduction to the principles, processes, history, and practice of public relations. Students will learn the nature of public opinion, the application of problem-solving processes to case studies, and the use of persuasion and marketing skills in public relations practice by developing a public relations plan for a client. *Prerequisites*: COMM 211, 230. *Offered fall semester.*

COMM 341. Web Design, Layout, and Production. **2 hrs**
Introduction to the use of computer web design software for the creation of new media communication channels. The student will consider the practical connection between the technical and visual aspects of the Internet and apply them to messages constructed

for defined audiences. Fundamental principles in usability and the proper selection of digital new media will be considered. *Prerequisites:* COMM 232, 234. *Offered spring semester.*

COMM 342. Public Relations Writing. **4 hrs.**
Advanced study of the selection and development of public relations writing tools. Emphasis will be on competence in grammar, spelling, and punctuation and choosing the most appropriate medium for the communication task. Experience applying writing techniques to print and video news releases, annual reports, brochures, newsletters, public service announcements, speeches, backgrounders and press kits will be stressed. *Satisfies advanced composition requirement for general studies. Prerequisites*: COMM 232, 340. *Offered spring semester.*

COMM 343. Print Design, Layout, and Production. **2 hrs.**
Practical introduction to the use of computer pagination software for the creation of public relations publications, including newsletters, news releases, brochures, pamphlets, and catalogs. Publication design fundamentals, principles and elements will be applied. *Prerequisites:* COMM 232, 234, 340. *Offered spring semester.*

COMM 438. New Media Practicum. **3 hrs.**
A practical, hands-on experience that serves as a capstone to the new media curriculum. Students will put into practice textual, visual and theoretical knowledge of analog-to-digital constructs in multiple environments including print, broadcast and Internet. *Prerequisites:* COMM 234, 235, 335; COMM 343 or 344. *Offered spring semester.*

COMM 444. Public Relations Campaigns. **3 hrs.**
Advanced study in planning, implementing, and evaluating campaigns in public relations, advertising, marketing, and fundraising. Case studies and current campaign models will be analyzed. Students will develop a public relations campaign for a client. *Prerequisites*: COMM 340, 342. *Offered fall semester.*

COMM 495. Communication Studies Internship. **3 hrs.**
A professional field placement for senior communication studies majors in an approved agency or business that allows students to observe, analyze and apply communication studies concepts, thus serving as the major's capstone assessment experience. In consultation with a field supervisor and the instructor, students develop a contract that specifies on-site field and academic learning objectives and methods for the internship. Class meetings required. *Prerequisite*: Consent of the instructor.

COMM 496. Public Relations Internship. **3 hrs.**
A professional field placement for senior public relations majors in an approved agency or business that allows students to observe, analyze and apply public relations concepts, thus serving as the major's capstone assessment experience. In consultation with a field supervisor and the instructor, students develop a contract that specifies on-site field and academic learning objectives and methods for the internship. Class meetings required. *Prerequisite*: Consent of the instructor.

COMM 497. Media Studies Internship. **3 hrs.**
A professional field placement for senior media studies majors in an approved media outlet or business that allows students to observe, analyze and apply media studies concepts, thus serving as the major's capstone assessment experience. In consultation with a field supervisor and the instructor, students develop a contract that specifies on-site field and academic learning objectives and methods for the internship. Class meetings required. *Prerequisite*: Consent of the instructor.

COMPUTER SCIENCE

ASSOCIATE PROFESSORS: Richard Clemens, Gretchen Lynn

The computer science program at Wesleyan is designed to provide the student with a broad background suitable as a basis for continued studies in graduate school or employment in the computer industry or in business. Students may specialize in hardware, software, or application areas and complete their senior project in their area of interest.

Graduates who major in computer science at Wesleyan will be able to (1) discuss the significant events in the history of the computer's development; (2) set up and install hardware and peripherals; (3) evaluate, install, and use software packages; (4) demonstrate how to use current operating systems/shells/GUIs and utilities; (5) discuss ethical and legal responsibilities of computer professionals and the privacy issue; (6) demonstrate programming proficiency in a high-level language; (7) demonstrate knowledge of a low-level language that reflects the architecture of a microprocessor; (8) set up the hardware, install software, and maintain a local area computer network and access wide-area networks; (9) analyze a problem, design a solution, and debug the solution; and (10) help non-technical users operate computers and run software.

Requirements for Computer Science Major

46-57 semester hours, including CSCI 140, 150, 210, 220, 310, 320, 330, 340, 350, 388 (388 may be repeated), 395, 498, 499; MATH 161, 162; one course selected from MATH 240, 310, **or** 330.

The department recommends that computer science majors take PHIL 201 (Logic) and a foreign language, both of which may fulfill general studies requirements.

Requirements for Computer Information Science Major

40 semester hours, including CSCI 140, 150, 210, 220, 250, 498, 499; BUSI 111, 114, 221; ECON 250; one course selected from CSCI 310, 320, 330, 350, 388; one business course at the 300 level or above; one course selected from MATH 110, MATH 130, **or** MATH 161;

Requirements for Computer Science Minor

15 semester hours, including CSCI 140, 150, 210, 220; and one course from CSCI 310, 320, 330, 350, 388.

CSCI 131. Microsoft Word. **1 hr.**
Covers essential topics for any Microsoft Word user to function independently and perform most of the everyday, routine tasks. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

CSCI 132. Microsoft Excel. **1 hr..**
Covers essential topics for any Microsoft Excel user to function independently and perform most of the everyday, routine tasks. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

CSCI 133. Microsoft PowerPoint. **1 hr.**
Covers essential topics for any Microsoft PowerPoint user to function independently

and perform most of the everyday, routine tasks plus some extensions such as VBA Macros. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

CSCI 134. Internet Research. **1 hr.**
A hands-on approach to learning to use the Internet and World Wide Web as available resources to support online research. Topics include the use of a variety of search engines, effective search strategies by using Boolean operators in search expressions and the analysis of the validity of a web site.

CSCI 135. Microsoft Access. **1 hr.**
Covers essential topics for any Microsoft Access user to function independently and perform most of the everyday, routine tasks. The course may also help prepare students for the Microsoft Office User Specialist Proficiency Exam (MOUS Certification).

CSCI 140. Computer Science Essentials. **3 hrs.**
A first course for computer science majors covering hardware and software aspects of currently available computer systems. Hardware topics include setting up a computer system, installing and troubleshooting boards, memory, disk drives and peripheral devices. Software topics include commands to interact with operating system user interfaces, use of application-based software packages, electronic mail, and methods to access remote systems and databases. *Usually offered every fall semester.*

CSCI 150. Computer Science as a Discipline. **3 hrs.**
An introduction to a variety of topics within the realm of computer science. Topics include algorithms, history of computers, ethical considerations, data representations, assemblers and compilers, machine architecture, logic gates, operating systems, theory, artificial intelligence, networks, and databases. *Prerequisite*: CSCI 140. *Usually offered every spring semester.*

CSCI 188, 288, 388, 488. Special Topics. **1-3 hrs.**
Topics that are timely and worthy of exploration. Offerings may consist of but are not limited to CAD, Software Engineering, Artificial Intelligence, Advanced Networking, Simulation, Theory of Computing, Digitization of Video and Voice, Parallel Computing. *May be repeated for credit.*

CSCI 210. Preprogramming. **3 hrs.**
An introduction to object-oriented computer programming, including problem solving methods, techniques to design and modify algorithms, as well as software development methodologies. Algorithms will be implemented using a user-friendly interface to an object-oriented language. *Usually offered every fall semester.*

CSCI 220. Programming. **3 hrs.**
A continuation of CSCI 210 covering language-specific features of an object-oriented programming language. Topics include data types, declarations, input/output, assignment statements, ifs, loops, methods, strings, files, dynamic memory allocation, classes, and library routines. *Prerequisite*: CSCI 210. *Usually offered every spring semester.*

CSCI 230. Scientific Programming. **3 hrs.**
Analysis and computer implementation of numerical techniques for problems solving science and engineering in an object-oriented language. Plots of functions, zeroes and root finding, areas, searching and sorting, statistics, introductory linear algebra. *Prerequisites*: PHYS 152 or PHYS 162. *Usually offered spring of odd years.*

CSCI 240. Introduction to Visual Basic. **3 hrs.**
An introduction to Microsoft's Visual Basic programming language to develop Windows-based programs for a wide variety of applications. *Usually offered in alternate years.*

CSCI 250. Management of Information Systems. **3 hrs.**
An overview of skills required to manage information systems from a business administration standpoint. Topics include effective communication and documentation, executive users and information systems, decision support systems, and resource planning. *Usually offered every semester.*

CSCI 310. Advanced Programming. **3 hrs.**
An object-oriented approach to data structures and algorithms with time/space analysis. Topics include stacks, queues, collections, trees, searching, and sorting. *Prerequisite*: CSCI 220. *Usually offered every fall semester.*

CSCI 320. Assembly Language/Microprocessor Architecture. **3 hrs.**
A study of the details of a computer at the machine level. The student will learn an assembly language and use it to investigate the architecture of a particular microprocessor. Much of the work will be project-oriented. *Prerequisites*: CSCI 150 and 220; or PHYS 260. *Usually offered in alternate years.*

CSCI 330. Computer Networks. **3 hrs.**
A study of various types of computer networks - their strengths and weaknesses. The course is a blend of practical and theoretical topics such as how to set up a local area network as well as an overview of communication protocols and network programming. *Prerequisite*: CSCI 220. *Usually offered in alternate years.*

CSCI 340. Operating Systems. **3 hrs.**
An examination of the techniques used in modern operating systems, the interface between application programs and the computer hardware. Topics include processes, threads, concurrency, memory management, scheduling algorithms, input/output design, and distributed systems. *Prerequisite/Co-requisite*: CSCI 310. *Usually offered in alternate years.*

CSCI 350. Database Management Systems. **3 hrs.**
Comparison of hierarchical, network, and relational database designs; coverage of implementation and security issues; in-depth study of a particular database package. *Prerequisite*: CSCI 140 or 250. *Usually offered in alternate years.*

CSCI 360. Organization of Programming Languages. **3 hrs.**
An introduction to formal languages and to the analysis and comparison of computer programming languages. Topics include binding, score rules, execution environments, and control structures in imperative, declarative, functional, and object-oriented languages. *Prerequisite/Co-requisite*: CSCI 310. *Usually offered in alternate years.*

CSCI 395. Computer Science Internship. **1-12 hrs.**
An opportunity to work with end users and explain technical ideas to non-technical people in terms that can be understood--preparation for a vast number of computer jobs dealing with the public. May be fulfilled by an outside placement, by tutoring in the computer lab, or by working for the computer center. *Prerequisite*: Major or minor in computer science department or consent of instructor. *Usually offered each semester.*

CSCI 498. Senior Project I. **3 hrs.**
An in-depth project designed and implemented by the student demonstrating both research and programming skills. *In combination with CSCI 499, satisfies advanced composition requirement for general studies. Prerequisite*: Major in computer science. *Usually offered every fall semester.*

CSCI 499. Senior Project II. **1 hr.**
Presentation of the senior project to interested faculty and upper-division math, engineering, and computer science students. *In combination with CSCI 498, satisfies advanced composition requirement for general studies. Prerequisite*: CSCI 498. *Usually offered every spring semester.*

CRIMINAL JUSTICE

ASSISTANT PROFESSOR: Karen Miller
LECTURERS: Amelia Clark

The major in Criminal Justice (CJUS) is rooted in the liberal arts tradition of West Virginia Wesleyan College. Students are required to take criminal justice courses as well as courses in sociology, political science, and other disciplines according to major track. Criminal justice is an interdisciplinary subject with its foundations in the social sciences. Students majoring in Criminal Justice will learn to think critically and holistically about their chosen field. Criminal Justice majors will learn to appreciate the racial, gender, social-cultural, political, and historical forces that shape our lives.

The Criminal Justice major prepares graduates for 1) careers in law enforcement, corrections, courts and related areas; 2) further study in criminal justice, criminology, sociology, social work, and public administration. Career opportunities include police officer, federal law enforcement agent (F.B.I., Secret Service, Treasury, Drug Enforcement, Customs Inspector), corrections officer, parole officer, and with further graduate or professional education, prosecutor, public defender, and forensic scientist.

Requirements for Criminal Justice Major

39 semester hours, including CJUS 110, 260, 310, 360, 395, 497; SOCI 145, 240; one course selected from POLS 202 **or** 315; one course selected from PSYC 126 **or** 320; one course selected from PHIL 105, 201 **or** 230; one CJUS elective (3 hrs.); one elective selected from Political Science, Philosophy, Psychology **or** Sociology.

CJUS 110. Introduction to Criminal Justice. **3 hrs.**
Survey of the formal aspects of social control: criminal law, the police, the courts and corrections.

CJUS 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on selected topics within the discipline that is not otherwise represented in the curriculum.

CJUS 230. Criminal Investigation. **3 hrs.**
Introduction to criminal investigation procedures including theory of investigation, conduct at the crime scene, collection and preservation of physical evidence, introduction to related forensic science, including the importance of DNA investigation in some cases, and follow-up legal investigation.

CJUS 231 Evidence. **3 hrs.**
This course deals with the more procedural (and evidential) issues of the criminal law. The course includes an examination of the rules governing the admissibility or exclusion of evidence at trial. Subjects include direct and cross-examination of witnesses, the rule against heresay and its exceptions, relevancy, procedural considerations, burden of proof, presumptions, form and type of objections and the best evidence rule. This is a practical application course.

CJUS 260. Criminal Law and Procedures. **3 hrs.**
The history of criminal law, its development in the United States, elements of crime, law of arrests, and courtroom procedures.

CJUS 310. Police Work. **3 hrs.**
The nature and techniques of police work in a changing society, including police citizen partnership in crime prevention. Policing issues are considered, including recruitment, promotion, and management.

CJUS 360. Correctional Institutions. **3 hrs.**
A critical survey of the correctional field in the United States. It is concerned with historical development, program content and current problems and needs.

CJUS 395. Internship/Independent Study. **3 hrs.**
Students will complete a criminal justice related internship or, with the agreement of the program director, pursue an independent study of an aspect of the criminal justice system.

CJUS 497. Senior Seminar. **3 hrs.**
Students will research, write and present a major research paper on an approved criminal justice topic. *Satisfies advanced composition requirement for general studies.*

DANCE

LECTURERS: Gretchen Moore, Nina Scattaregia

All dance courses will meet the general studies requirement for humanities/fine arts.

Requirements for Dance Minor

20 semester hours, including DANC 225, 231; four hours selected from DANC 121, 221, 321, 241 and 341; eight hours of dance technique selected from ballet and modern; two hours selected from jazz, tap, or individualized course in advanced choreography. Students are required to achieve proficiency level III in one dance style.

DANC 101. Introduction to Dance. **1 hr.**
A broad overview of dance as a physical activity as well as a form of artistic expression. General topics include stretching, alignment, strengthening, and coordination techniques. Specific topics include skills and concepts in social, ballet, modern, jazz, tap/rhythm dance techniques and styles. A course designed for anyone interested in dance. *This course is repeatable for college credit with the permission of the instructor.*

DANC 102. Introduction to Dance II. **1 hr.**
This course is designed for the dance student new to the dance program but who has training and experience. It is also designed for dancers and musical theatre performers who require additional training before studying a specific dance style. Dancers in this class will study alignment, technique and theory consistent with the standards of the dance program. *Prerequisite*: Permission of the instructor.

DANC 105. Ballet I. **2 hrs.**
Fundamentals of ballet training, from beginning to high elementary and low intermediate level, including formal barre, center and floor work. *Prerequisite*: DANC 101 or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 109. Modern I. **2 hrs.**
Fundamentals of modern dance training. Students will be exposed to modern dance techniques, philosophies, and choreographers. *Prerequisite*: DANC 101 or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 111. Jazz I. **2 hrs.**
This course is an overview in basic technique for jazz dance. Dancers will learn to successfully complete jazz basic vocabulary and perform extended, low intermediate level combinations. Stretching and strengthening will be studied. The history of jazz dance will be studied as a cultural and performance phenomenon. *Prerequisite*: DANC 101 or permission of instructor.

DANC 112. Tap I. **2 hrs.**
This course is an overview in basic technique for tap dance. Dancers will begin with learning single sounds, complex sounds and progress to more complex rhythm tap work, time steps, paddle and roll work. Tap history will be studied as a cultural and performance form as will recent approaches and techniques for performance. *Prerequisite*: DANC 101 or permission of instructor.

DANC 121,221,321. Dance Company. **1 hr.**
A by-audition-only dance company that will learn original choreography and ultimately travel throughout West Virginia to expose audiences to professional-quality dance. The group's main goals will be to educate and to represent the College. The company's maximum size will be 14. *Prerequisite*: DANC 101 or permission of instructor. *This course is repeatable for college credit with permission of the instructor.*

DANC 205. Ballet II. **2 hrs.**
Continuation of DANC 105. Low to high intermediate level. *Prerequisite*: DANC 105 or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 209. Modern II. **2 hrs.**
Continuation of DANC 109. Low to high intermediate level. *Prerequisite*: DANC 109 or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 211. Jazz II. **2 hrs.**
This course is a continuation of jazz dance technique. Dancers will learn to successfully complete intermediate level jazz vocabulary and perform extended, low to high intermediate level combinations. Stretching, strengthening and conditioning will be studied. The history of jazz dance will be studied as a cultural and performance phenomenon. *Prerequisite*: Permission of instructor.

DANC 212. Tap II. **2 hrs.**
This course is an overview in basic technique for tap dance. Dancers will learn to successfully complete more complex time steps and vocabulary and perform extended, high intermediate level combinations. Tap history will continue to be studied as a cultural and performance form as will recent approaches and techniques for performance. *Prerequisite*: Permission of instructor.

DANC 225. Choreography/Improvisation. **3 hrs.**
Exploration of the creative process of the dancer who is interested in creating dances, the musical theatre student who wants to be a dance captain, and the directing student interested in alternative means by which to define theatrical space, time and energy. *Prerequisite*: Minimum low intermediate dance level or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 231. Dance History. **3 hrs.**
A survey of the development of dance as an art form, beginning with ritualistic cultures of the ancient world and extending up into the present. A lecture course.

DANC 241. Dance Repertory I. **1 hr.**
By audition or permission of instructor. Students, lead by faculty or guest artist, will generate new dance concert work. *Repeatable for a total of three hours of credit.* It is

recommended that students take a dance technique class in conjunction with Dance Repertory.

DANC 305. Ballet III. **2 hrs.**
Continuation of DANC 205. High intermediate to advanced level. *Prerequisite*: DANC 205 or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 309. Modern III. **2 hrs.**
Continuation of DANC 209. High intermediate to advanced level. *Prerequisite*: DANC 209 or permission of instructor. *This course is repeatable for college credit with the permission of the instructor.*

DANC 341. Dance Repertory II. **1 hr.**
By audition or permission of instructor and available to any interested student. Students, lead by faculty or guest artist, will generate new dance concert work. *Repeatable for credit with permission of instructor. It is recommended that students take a dance technique class in conjunction with Dance Repertory.*

DEVELOPMENTAL

Developmental offerings are designed to assist students to improve their academic and planning skills so they may become more effective college students and lifelong learners. *Developmental course credits do not count toward graduation, nor are grades in these courses calculated in the grade point average. Developmental courses do count as load hours for determining student status in the semester in which they are taken.*

DEVL 005. Lindamood-Bell^{R} Learning. **1-2 hrs.**
LBP Reading introduces a clinical approach involving one-on-one sessions with trained instructors to improve students' reading and speaking skills and language comprehension. One focus of the program includes using articulatory feedback and symbol imagery to gain automaticity with word recognition, accuracy with spelling, and increased reading speed. Another area of concentration utilizes concept imagery to process meaning, organize thought, and retain information to adequately comprehend and assimilate text and lecture information, facilitate vocabulary development, and improve overall reading rate. *Prerequisite*: Permission of instructor and additional fee required.

DEVL 008. Math Practicum. **0 hrs.**
A course designed to help students with disabilities that historically have had difficulties with basic math. Math skills are assessed and individualized instruction is provided to target the student's specific math skill deficits. The four operations (adding subtracting, multiplying and dividing) across the field of whole numbers, fractions, and decimals is the focus of instruction. *Prerequisite:* Permission of instructor required.

DEVL 008. Algebra Practicum. **0 hrs.**
A course designed to help students with disabilities who have mastered basic math skills, but have had difficulty in understanding algebra. The student's knowledge of basic math and algebra is assessed and individualized instruction is provided to address skill deficits. This individually paced practicum provides students with an opportunity to learn basic algebraic terminology, operations and procedures. *Prerequisite:* Permission of instructor required.

DEVL 020 - 029. Mentor Advantage Program. **1-2 hrs.**
The Mentor Advantage Program offers strategic organizational and academic support to the student who is making the transition to college. Through participation in

orgnizational mentoring and strategic content tutoring, the student is guided to plan academics, to start to work, to develop strategies to understand and complete course requirements, and to follow through on academic tasks. Students are assisted to build personalized strategies based on their unique processing strengths. In the **Transition Phase,** students enrolled in the Mentor Advantage Program have the opportunity to meet one-on-one with mentoring staff five hours weekly to organize and carry out coursework preparation. A professional tutor will be on duty 15 hours per week to provide academic support between the hours of 6:00 and 9:00 p.m. in the Learning Center study area, Monday through Thursday, while the College is in session. During the first two semesters, students will engage in weekly group discussions that focus on adapting to college life and developing self-regulated learning skills. After a successful transition to the College is made, the opportunity to stay enrolled in the Mentor Advantage Program while scaling down to a less intense level of assistance in the **Persistence Phase** of the program is available. *Prerequisite:* Permission of instructor and additional fee required.

DEVL 025 - 029. Strategic Content Tutoring I - IV (1 - 5 hours per week) 0 hrs. The strategic content tutor works with the student to manage the pace of specific coursework. Students are supported in their work of structuring and setting up strategies for class readings, preparing for learning in the class setting, structuring class assignments, reviewing and reworking class notes, and organizing learning for quizzes and tests. *Prerequisite:* Permission of instructor and additional fee required.

ECONOMICS

PROFESSOR EMERITUS: Kumaran Nair
ASSOCIATE PROFESSOR: Scott Bellamy

The economics major provides a solid understanding of the principles of economics and their applications. The major is designed to meet the needs of students seeking to become economists as well as those desiring to apply economic theory to a wide range of endeavors such as business, finance, government, and law. The curriculum emphasizes the development of critical thinking skills and mathematical tools of analysis.

Economics majors may elect to augment their undergraduate study to earn both a B.S. and an M.B.A. in five years. See Five-Year Undergraduate/Master of Business Administration Program, page 42.

Requirements for Major

42 semester hours, including ECON 110, 120, 201, 211, 250, 331, 341, and two 3- hour economics electives, one at the 200 level or above and one at the 300 level or above: BUSI 111, 114, 131, 141, 221.

Requirements for Minor

15 semester hours, including ECON 110, 120, and 9 hours of electives at the 200 level or above (except for ECON 250).

ECON 110. Principles of Macroeconomics. 3 hrs.
A general introduction to macroeconomics. Particular attention is given to use of basic tools of economic analysis and their application to the major sectors of the economy and to theoretical models describing the interrelationships of consumption, investment,

government spending and taxation, and imports and exports. *Prerequisite*: Any 100-level math course except MATH 150 or placement in MATH 161.

ECON 120. Principles of Microeconomics. **3 hrs.**
A general introduction to microeconomics. Particular attention is given to the use of basic tools of economic analysis and their application to groups of individuals within an economy and to theoretical models describing the interrelationships of the utility-maximizing behavior of consumers and the profit-maximizing behavior of producers. *Prerequisite*: Any 100-level math course except MATH 150 or placement in MATH 161.

ECON 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

ECON 201. Macroeconomic Theory. **3 hrs.**
A study of modern income and employment theory. Analysis of the determinants of such aggregate economic magnitudes as national income, employment, price level, etc. *Prerequisites*: ECO 110, 120.

ECON 211. Microeconomic Theory. **3 hrs.**
A theoretical analysis of the principles of pricing in commodity markets under different market structures such as perfect competition, monopoly, monopolistic competition, and oligopoly. Examination of utility, demand, production, cost, and supply functions. *Prerequisites*: ECON 110, 120.

ECON 221. Money and Banking. **3 hrs.**
A study of the money and credit aspects of a money economy, especially of the U.S. economy; of monetary theories and the problems of monetary policy. *Prerequisites*: ECON 110, 120.

ECON 250. Statistics for Business and Economics. **3 hrs.**
Analysis of economic and business data including topics such as descriptive statistics, probabilities, distributions, correlation, and regression. *Prerequisite*: Any 100-level mathematics course except MATH 150.

ECON 331. International Economics. **3 hrs.**
An analysis of the various models of international trade theory and of the forces and institutions affecting the economic relations of modern nations. Attention is given to the problems of international movements of goods and productive factors, to the foreign economic policies of the United States, and to world monetary problems. *Satisfies advanced composition requirement for general studies. Prerequisites*: ECON 110, 120.

ECON 332. Free Enterprise Studies and Projects. **3 hrs.**
A service-learning course consisting of classroom and field experience designed to help students develop leadership, teamwork and communication skills through learning, practicing, and teaching the principles of free enterprise in the global economy. *Prerequisite*: Permission of instructor.

ECON 333. Environmental Economics. **3 hrs.**
The course concentrates on the concepts of welfare economics and efficiency and their application to environmental and natural resource problems. Particular attention is devoted to project evaluation, benefit-cost analysis, regulation, and the role of economic analysis in the design and implementation of environmental policy. *Prerequisites*: ECON 110 and 120, or permission of instructor.

ECON 334. Health Economics. **3 hrs.**
The course applies general theoretical principles of economics to the health care sector. Particular attention is given to the demand and supply of health and medical care as

they involve physicians, nurses, hospitals, health insurance markets, and the role of the government. *Prerequisites*: ECON 110, 120.

ECON 341. Principles of Econometrics. **3 hrs.**
An application of statistical methods and regression analysis to economic data. Students will learn to analyze economic data in time series and panel data settings and to account for and correct statistical abnormalities particular to economic data. *Prerequisite*: ECON 250.

ECON 361. Public Sector Economics. **3 hrs.**
Outline of institutional, theoretical, and econometric material that relates to government spending and taxing. Particular attention is given to the microeconomic functions of government, analysis of expenditure programs, tax analysis, and policy analysis. *Prerequisites*: ECON 110, 120.

EDUCATION

ASSOCIATE PROFESSORS: Shirley Fortney, Karen Petitto
ASSISTANT PROFESSORS: Susan Aloi, Deborah Bush, Tammy Samples
VISITING INSTRUCTOR: Dawn Tyler

Wesleyan's teacher education program is designed to prepare highly qualified elementary and secondary classroom teachers who are active learners and decision makers. Approved by the West Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; telephone 1-202-466-7496), the program meets rigorous standards as reflected in the annually updated Title II assessment data available on the departmental webpage at www.wvwc.edu/aca.2/educ. Program graduates' competence as entry-level teachers derives from thorough preparation in their teaching field(s), mastery of professional skills appropriate to the level at which they choose to teach, and cultivation of professional dispositions. These are complemented by an appreciation for the breadth and richness of culture and a respect for the dignity, diversity, and worth of individuals, both of which are fundamental to a Wesleyan education.

The professional component of the teacher education program includes both course work and field experiences that address twelve performance expectations aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) national teaching standards. Public schools and pre-schools in Upshur, Lewis, Harrison and Randolph counties provide the settings for directed observation and teaching. (Candidates are responsible for their own transportation during all field exercises and field experiences.)

Graduates who complete Wesleyan's teacher education program qualify for professional licensure in West Virginia and in most other states. **Some states may require limited additional work and/or testing before a candidate educated out-of-state may be eligible for permanent professional licensure.** Because the teacher education program demands very careful coordination of academic, professional, and field instruction, candidates are encouraged to seek early advising from a member of the education faculty.

Requirements for Major

71-99 semester hours, in one of the prescribed professional education sequences described below appropriate to elementary teaching (K-6), secondary teaching (9-Adult or 5-Adult, depending upon the field or fields), or combined education (PreK-Adult, available in art, music, physical education, and physical education /health), in addition to completion of the College's general studies program, carefully coordinated with specific requirements within the appropriate professional education track; formal admission to the teacher education program; maintenance of a cumulative grade point average of 2.5 or above after admission to the teacher education program on all college work and a cumulative grade point average of 2.5 or above in all course work in each teaching specialization; and completion of each education (EDUC/SPEC) course with a grade of 2.0 or above.

Minors Available to Education Majors

Candidates majoring in elementary education may declare optional endorsements, listed below under elementary education, as minors for purposes of notation on the permanent record. Candidates in both elementary education and those completing a program in secondary education are free to select an optional minor in any discipline offered at the College.

Requirements for Educational Studies (Non-Certification) Major

47 semester hours, in addition to the College's general studies program, and maintenance of a cumulative grade point average of 2.0 or above. This major is designed for students interested in working in a non-public school setting. It is appropriate for students wishing to work in a day-care setting for either young children or adults, with special populations, or for working in a private educational setting. ***This major does not lead to certification or licensure to teach in public schools.***

Prescribed Professional Education Sequences Educational Studies Non-certification Major

1. Professional education courses: EDUC 101, 131, 141, 201; 205 or 206; 240, and SPEC 230. Senior practicum courses: EDUC 398 and 498.
2. Focus on Young Children requirements: PHED 201, 240, 352, PHED 140 **or** EXSC 335; PSYC 101, 201, 209, 235, 240L (2hrs.), 243, and any 200 level Sociology class.

Requirements for (Non-Certification) Minor

15 semester hours in education approved by the department chair including EDUC 101, 141, 201, 240, and SPEC 230. The minor may include methods courses offered through other departments. *This minor is available only to students with an interest in the field of education who do not intend to seek licensure.*

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Candidates may apply for admission to the teacher education program after completion of 45 credit hours of college work; however, they must be admitted prior to enrollment in 300-level EDUC/SPEC courses. Minimal requirements for admission include:

a. A submitted Declaration of Intent to Enter the Teacher Education form.
b. A submitted Declaration of Major form for Education to the Registrar's Office.
c. At least 45 semester hours of college work in courses at the 100 level or above.
d. A cumulative grade point average of 2.5 or above.
e. A cumulative grade point average of 2.5 or above in specialty area(s).
f. Completion of each of the following courses with a grade of 2.0 or above: EDUC 101, 201, 205/206; ENGL 102 and COMM 211.
g. Successful completion of all sections of Praxis I. This test is **waived** if the student has an ACT composite score of 26 or higher. **Some states require all students to take the Praxis I.** It is the student's responsibility to provide WVWC Department of Education with test scores by entering the following codes RA5905 and R 8480 on Praxis registration. Current passing scores on the Praxis I as set by the WVDE are: Writing 172; Reading 174; and Math 172.
h. Submission of two letters of recommendation from faculty members outside the Education Department who have had the candidate as a student in the classroom.
i. Submission of an autobiographical statement.
j. Evidence of a negative T.B. test.
k. Signed release form for Praxis scores.
l. Completion of the dispositions evaluation.

Admission is not automatic for candidates who meet these minimum requirements. Rather, the Teacher Education Committee will use these data to make an informed professional judgment about the academic and personal dispositions of the candidate for the teaching profession. Once a candidate is admitted to the teacher education program, he or she must maintain a cumulative grade point average of 2.5 or above on all college work and a cumulative grade point average of 2.5 or above in each teaching field. The candidate is required to earn a 2.0 or above in each education course before proceeding in the program and he or she must be free of substantiated challenges to his or her disposition(s) regarding the teaching profession.

A comprehensive review of each candidate's performance and progress in the teacher education program is undertaken again before permission is granted to enroll in the Professional Semester, which includes student teaching and a professional seminar. Minimum requirements for admission to the professional semester include:

a. An **approved** Application for Admission to the Teacher Education Program on file.
b. Satisfactory completion of 85 credit hours. Candidates must complete all required professional education and specialty area courses. This must be demonstrated through the completion of the advising form submitted with the application to the Professional Semester.
c. Overall GPA of 2.5 or higher.
d. GPA of 2.5 in specialty area(s).
e. Minimum grade of 2.0 in all Education (EDUC/SPEC) courses.
f. Successful completion of reflective writing assessment, oral interview, electronic portfolio presentation and self-evaluation.
g. Negative T.B. test results on file.
h. Completion of the dispositions evaluation.
i. A 15-hour culturally diverse field experience.
j. Education faculty approval on final feedback conference.
k . Must have taken Praxis II content test(s).

Candidates who plan to enroll in the Professional Semester must make application to the Teacher Education Committee. All application materials for student teaching both fall and spring semesters must be in the Education Department office by the first Monday in March.

Candidates may appeal action taken during any phase of the admission or review process to the chairperson of the Education Department. The Department Chair's decision may be appealed to the Dean of the College, whose action will be final.

REQUIREMENTS FOR LICENSURE (CERTIFICATION)

Each candidate must make formal application for a professional license (teacher's certificate) on forms supplied by the State Department of Education in the state where licensure is desired. It is recommended that all successful teacher education students apply for West Virginia licensure immediately upon graduation, since licensure in other states *may* require a West Virginia license. Allow eight to ten weeks for processing of the application, which should be submitted through the Registrar's Office.

Licensure in West Virginia requires successful completion of the Praxis II tests. **Candidates are encouraged to work closely with licensure agencies within the states in which they plan to teach.** Candidates for WV licensure must meet U.S. citizenship requirements set by the WVDE. Fingerprinting and FBI background checks are also required.

Candidates applying for certification must have completed course work within seven years of application.

PRESCRIBED PROFESSIONAL EDUCATION SEQUENCES

Elementary Education (K-6)

1. Professional education core: EDUC 101, 141, 201, 205, 240, 305, 321; SPEC 230, 330.
2. Professional semester courses: EDUC 467, EDUC 470 (or 472 as applicable), and EDUC 476.
3. A selection of courses to satisfy general studies requirements to include: BIOL 111; GEOG 121; HIST 122; MATH 110 or 112; PHED 201; a course from one of the following: COMM 121, ENGL 248, HIST 239, HIST 244, HIST 269, SOCI 210, SOCI 243, SOCI 305, SOCI 306, SOCI 308, SPAN 102 or a special topics course approved by the department.
4. Multi-subject specialization requirements: ART 215*; BIOL 112; EDUC 131, 210, 211, 260, 310, 315, 360; HIST 101; MUSC 217; PHED 352; PHSC 110; and 6 hours of math above the 100 level.

***May also apply toward satisfying general studies requirements.**

Candidates may wish to add one of the following optional endorsements as a means of enhancing employment opportunities:

EARLY EDUCATION ENDORSEMENT (Pre K-K): EDUC 212, 245, 265, 477 (15 hours total).

GENERAL MATHEMATICS (5-9): MATH 105, 110* or 112, 115, 130*, 140, 150, 240; EDUC 370 (24 hours total - *depending on official math placement).

PHYSICAL EDUCATION (5-9): BIOL 151, 152; EXSC 302, 320; PHED 101 (tumbling-gymnastics), 150, 201,251, 252, 352; (30 hours total plus swimming proficiency).

SOCIAL STUDIES (5-9): ECON 120; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 120, PSYC 101; SOCI 110; EDUC 370 (36 hours total).

Secondary Education (9-Adult or 5-Adult, depending on the teaching field or fields)

Endorsement in specific teaching fields must conform to state licensure standards, which are subject to change. Candidates are urged to work closely with an advisor of the education faculty in order to meet all current requirements.

1. Professional education core: EDUC 101, 141, 201, 206, 240, 250, 306, 321; EDUC 370 (where applicable); SPEC 230, 330.
2. Professional semester courses: One of the following combinations: EDUC 467, 471, 474; or EDUC 467, 472, 474; or EDUC 467, 475.
3. A selection of courses to satisfy general studies requirements to include PHED 130 or 201 and one course from COMM 121, ENGL 248, HIST 239, HIST 244, HIST 269, SOCI 210, SOCI 243, SOCI 305, SOCI 306, SOCI 308, or SPAN 102 or a special topics course approved by the department.
4. Selection of one of the secondary teaching fields from the following list.

ART (5-Adult): ART 101, 111, 112, 123, 131, 211, 241, 242, 246, 259, 315; 3-hour art elective (34 hours total).

BIOLOGY (9-Adult): BIOL 160; 220 or 360; 250, 252, 254, 310; 312 or 316; 342, 344, 354; CHEM 161, 163L or 165, 167L, 221, 223L; PHSC 127; PHYS 151, 152; MATH 115; EDUC 370 (61 hours total).

CHEMISTRY (9-Adult): CHEM 161, 163L or 165, 167L; 221, 222, 223L, 224L, 231, 233L, 250, 320, 322L, 350, 370, 399; BIOL 160; PHYS 151, 152; MATH 161; EDUC 370 (49-52 hours total).

ENGLISH (5-Adult): ENGL 101*, 102*, 225, 235, 240, 248; 251 or 252; 325, 326, 337, 350; 351 or 353; 420; one additional English writing course; one additional ethnic literature course (above 100-level) or ENGL 275; COMM 211; EDUC 250, 370 (47-50 hours total*). **Depending upon official placement.*

GENERAL SCIENCE (5-Adult): ENVS 130; BIOL 160, 250, 252, 342, 344; CHEM 161, 163L or 165, 167L; 221, 223L, 250; PHSC 127; PHYS 131 or 132, 151, 152; MATH 115; EDUC 370 (51 hours total).

MATHEMATICS (5-Adult): MATH 105, 110*, 115, 130*, 140, 150, 161, 162, 223, 240, 250, 310, 320, 330, 341; EDUC 370 (50 hours total*). **Depending upon official placement.*

PHYSICAL EDUCATION (5-Adult): BIOL 151, 152; EXSC 302, 320, 325, 335; PHED 101 (tumbling-gymnastics), 150, 201, 251, 252, 349, 353; (41 hours total plus swimming proficiency).

PHYSICS (9-Adult): PHYS 151, 152, 210, 211L, 220, 221L, 250, 251L, 310, 497, 498; BIOL 160; CHEM 161, 163L; PHSC 127; MATH 161, 162, 223; EDUC 370 (50 hours total).

SOCIAL STUDIES (5-Adult): ECON 110, 120; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 120, 331; PSYC 101, 301; SOCI 101, 110; 6 hours of social science electives; EDUC 370 (54 hours total).

Students may wish to add one of the following optional endorsements to their primary teaching field as a means of enhancing employment opportunities:

GENERAL MATHEMATICS (5-9): MATH 105, 110*, 115, 130*, 140, 150, 240; EDUC 370 (24 hours total*). **Depending upon official placement.*

PHYSICAL EDUCATION (5-9): BIOL 151, 152; PHED 101 (tumbling-gymnastics), 150, 201, 251, 252, 352; EXSC 302,320 (30 hours total plus swimming proficiency).

SOCIAL STUDIES (5-9): ECON 120; GEOG 121; HIST 101, 102, 121, 122, 239, 358; POLS 120; PSYC 101; SOCI 110; EDUC 370 (36 hours total).

Combined Elementary/Secondary Education (PreK-Adult)

1. Professional education core: EDUC 101, 141, 201, 206, 240, 250, 306, 321; EDUC 370 (where applicable); SPEC 230, 330.
2. Professional semester courses: EDUC 467, 471 (or 472 as applicable), 474 (or 475 as applicable).
3. A selection of courses to satisfy general studies requirements to include PHED 130 or 201 and one course from a departmental approved list of cultural studies courses, special topics course approved by the department.
4. Selection of one of the combined elementary/secondary teaching fields from the following list.

ART (PreK - Adult): ART 101, 111, 112, 123, 131, 211, 215, 241, 242, 246, 259, 315, 330; 3-hour art elective (40 hours total).

MUSIC (PreK - Adult): MUSC 101, 102, 108, 110 (voice majors only), 145, 201, 202; 209 (meets EDUC 206 requirements), 221 and 222 (for non-voice majors); 231, 232, 241, 242, 243, 244, 270, 275, 276, 301, 310 (meets EDUC 240 requirements), 321, 322; ensemble (4 credits minimum); applied music study (attainment of level 8, up to 14 hours); piano (non-keyboard majors must attain piano proficiency level 2 up to 3 hours) (55 hours total plus proficiency levels).

PHYSICAL EDUCATION (PreK - Adult): BIOL 151, 152; PHED 101 (tumbling-gymnastics), 150, 201, 251, 252, 349, 352, 353; EXSC 302, 320, 325, 335 (42 hours total plus swimming proficiency).

PHYSICAL EDUCATION/HEALTH (PreK - Adult): BIOL 151, 152, 160 or 220; PHED 101 (tumbling-gymnastics), 130, 150, 201, 240, 251, 252, 349, 352, 353; EXSC 302, 320, 325, 335; PSYC 101; EDUC 270 (58 hours total plus swimming proficiency).

EDUCATION COURSES

EDUC 101. Introduction to Education. **3 hrs.**
Introductory course in the professional sequence for all who plan to teach. Information necessary to make an informed career decision is presented. Additional emphasis is placed on the organization of the school and the legal, philosophical, sociological, and historical aspects of American education.

EDUC 121. Introduction to Portfolio. **1 hr**
This course introduces candidates to the department's conceptual framework and portfolio process. Emphasis is placed on developing the student's departmental portfolio. This elective course meets the needs of transfer candidates, teacher education candidates going directly from Clinical II to Admission to the Professional semester, and any candidate wishing to work closely with an instructor to set up, revise, or plan the portfolio.

EDUC 131. Literature for Children. **3 hrs.**
A survey of children's literature. Emphasis is on identification, selection, evaluation, and use of books, print materials, and other related materials for children. This course introduces elementary education students to the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The course incorporates the use of multicultural and West Virginia authors. *Does not count toward general studies.*

EDUC 141. Educational Technology Survey. **1 hr.**
A survey course examining hardware, software and web based resources used in computer-aided instruction. Students will explore the pedagogy of cooperative learning as it relates to the technology equipped classroom environment. The course will also give students exposure to technology terminology.

EDUC 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

EDUC 201. Learning and Human Development. **3 hrs.**
A combination of developmental and educational psychology, including the study of the physical, cognitive, and psychosocial development of learners from pre-natal through adolescence. The course concentrates on theories of learning and the application of those theories to effectively promote student learning. *Prerequisite*: 2.0 or better in EDUC 101.

EDUC 205. Clinical Experience I: Coming to Know the Elementary Classroom. **1 hr.**
A semester-long clinical experience in a public school designed to provide education majors opportunities to observe school organization, management, teaching, and learning. This is an introductory field experience that will also provide a basis upon which candidates can make informed career decisions. *Pre- or co-requisite*: EDUC 201.

EDUC 206. Clinical Experience I: Coming to Know the Secondary Classroom. **1 hr.**
A semester-long clinical experience in a public school designed to provide education majors opportunities to observe school organization, management, teaching, and learning. This is an introductory field experience that will also provide a basis upon which candidates can make informed career decisions. *Pre- or co-requisite*: EDUC 201.

EDUC 210. Methods of Teaching Reading for Elementary Teachers. **3 hrs.**
An introductory course. Special attendtion is given to reading readiness, planning reading lessons, identifying and reinforcing skills in the areas of vocabulary, phonics,

comprehension, and exploring a variety of genres (including drama) and reading materials. *Pre- or co-requisite:* EDUC 201. *Only offered fall semester.*

EDUC 211. Diagnostic Reading Tools and Strategies. 3 hrs.
Emphasis on the identification of types and appropriate uses of diagnostic reading tools, characteristics of common reading deficits among students at different grade levels, and strategies for remediation of reading problems at various grade levels. *Prerequisite:* EDUC 210. *Only offered spring semester.*

EDUC 212. Introduction to Early Education. 3 hrs.
This course is designed to provide an introduction to the teacher candidate about issues and current trends in the field of early education. It will provide an overview of current practices, problems, and issues in the field of preschool and early education. Identification and application of developmental theories and of basic philosophical, sociological, and historical foundations of early education will also be a focus through direct instruction in class and observation in a preschool. *Only offered fall semester.*

EDUC 240. Instructional Processes and Assessment. 3 hrs.
An introductory course in the processes of instruction and assessment, emphasizing analysis of effective teaching. Candidates will analyze and evaluate instructional models, and develop the skills needed for planning, organizing, and assessing classroom instruction. *Prerequisite*: EDU 201.

EDUC 245. Early Education Curriculum, Methods, Materials and Assessment (includes Field Experience). 4 hrs.
This course covers planning schedules, activities, and environments that are based on developmentally appropriate practices with consideration to all domains of development in preschool children. Emphasis is placed on developing creative activities for children in the areas of art, movement, dramatics, literacy, math, social studies, and science and teaching them during the field component. The course will also focus on current research, appropriate curriculum and assessment, factors that influence development and behavior, and interrelatedness of developmental areas in dealing with young children. Strong emphasis will be placed on application of knowledge and skills during the field component of this course. *Only offered spring semester;*

EDUC 250. Teaching Reading in Secondary Content Areas. 3 hrs.
A course for secondary teacher candidates, incorporating reading skills directly related to particular content areas in lesson planning. Candidates will learn the role of literacy in the middle and secondary school, active learning, vocabulary comprehension, and writing strategies, assessment techniques, appropriate literature choices, and how to effectively incorporate a variety of materials in various content fields. Recommended that this course be taken before or concurrently with EDUC 370. *Pre or co-requisite:* EDUC 201. *Usually offered spring semester.*

EDUC 255. Nutrition for Children. 3 hrs.
An introduction to nutrition for the educator or parent of young children. Emphasis is on basic nutrition information, nutrient needs of preschool to elementary age children, nutrition-related health concerns, menu planning, integration of nutrition concepts into the curriculum, parent involvement, and the relationship of physical activity to nutrition and healthy habits. *May satisfy requirements for Educational Studies; or as an elective for education majors. Offered as needed.*

EDUC 260. Methods of Teaching Mathematics for Elementary Teachers. 3 hrs.
The curriculum, content, methods, and materials for effective teaching of mathematics. Emphasis is placed on incorporating problem solving and the use of manipulatives in developmentally appropriate instructional strategies based on national math standards. *Prerequisites*: EDUC 201, grade of 2.0 or better on a mathematics course at the 100 level or above. *Usually offered fall semester.*

EDUC 265. Organization & Administration of Preschool Programs. 2 hrs.
This course examines the development and operation of Preschool programs. State and federal guidelines and requirements as well as administrative duties, setting up the classroom environment, selection and evaluation of materials and resources, and staffing needs will be emphasized. ***Prerequisite:*** EDUC 201. *Only offered spring semester.*

EDUC 270. Methods for Teaching Health PreK-Adult 3 hrs.
The curriculum, content, methods, and materials and assessment for teaching health. Attention is given to lesson and unit planning with the selection of the age appropriate materials. *Prerequisite*: EDUC 201. *Offered on a rotating schedule.*

EDUC 305. Clinical Experience II: Elementary Education. 2 hrs.
A clinical experience designed to provide the education major experiences as a paraprofessional in a school setting. Includes observation of an accomplished teacher and opportunities to participate in micro-teaching experiences. This course provides a bridge between prior experiences and student teaching. *Prerequisite*: Admission to the teacher education program, concurrent enrollment in EDUC 310. *Pre- or co-requisite*: SPEC 230.

EDUC 306. Clinical Experience II: Secondary Education. 2 hrs.
A clinical experience in a public school designed to provide the education major experiences as a paraprofessional. Includes observation of an accomplished teacher and a limited amount of teaching. This course provides a bridge between prior experiences and student teaching. Recommended to take concurrently with EDUC 370 (Special Methods). *Prerequisite*: Admission to the teacher education program. *Pre- or co-requisite*: SPEC 230.

EDUC 310. Methods of Teaching Language Arts for Elementary Teachers. 2 hrs.
The curriculum, content, methods, and materials for effective instruction of language arts in the elementary school. Emphasis is placed on the development of a wide variety of developmentally appropriate objectives, organizational structures, instructional strategies, and assessment techniques in teaching the process of writing, grammar, spelling, reading, oral communication, and listening. *Prerequisite*: Admission to the teacher education program, concurrent enrollment in EDUC 305.

EDUC 315. Methods of Teaching Science for Elementary Teachers. 1 hr.
A course designed to address the curriculum, methods, materials, and assessment of effective science instruction in the elementary school. Emphasis is on the analysis of a wide variety of developmentally appropriate objectives, instructional techniques, active learning strategies, and evaluation methods culminating in the creating of a teacher work sample. *Prerequisite*: Admission to the teacher education program. *Usually offered fall semester.*

EDUC 321. Technology Integration. 2 hrs.
Students will research a variety of contemporary technologies as a way to deliver 21st century content in an engaging environment for school students. Social networks, virtual communities, podcasts, and other web technologies will be among the technologies under investigation. Upon completion of the research process, students will use the National Educational Technology Standards (NETS) as a guide to apply appropriate digital delivery methods to the content projects developed by candidate teams. *Co-requisites:* EDUC 305, 306.

EDUC 360. Methods of Teaching Social Studies for Elementary Teachers. 1 hr.
A course designed to address the curriculum, methods, materials and assessment of effective social studies instruction in the elementary school. Emphasis is on the analy-

sis of a wide variety of developmentally appropriate objectives, instructional techniques, active learning strategies, and evaluation methods culminating in the creation of a teacher work sample. This course incorporates the use of multicultural content and West Virginia History. *Prerequisites*: Admission to the teacher education program. *Usually offered fall semester.*

EDUC 370. Special Methods in Secondary Content Areas. **3 hrs.**
Methods for teaching in specialized teaching fields. Candidates register for the applicable section (e.g., English, Science, Math, and Social Studies). Attention is given to lesson and unit planning with selection of appropriate age level materials. *Prerequisite:* Admission to the teacher education program. *Recommended to be taken concurrently with EDUC 306.*

EDUC 398. Capstone Experience Senior Practicum. **2 hrs.**
Students participate in a culminating field experience in an appropriate setting, such as a child care, day care, or private facility. Planning, preparation, instruction, assessment, and practical dispositions are evaluated by a clinical supervisor.

EDUC 467. Professional Seminar for Educators. **3 hrs.**
A course in which candidates reflect on their student teaching experience and examine contemporary issues and professional problems. Attention is given to current research relevant to effective teaching. Educational Theory is tied to clinical practice and a major research paper is written. *Satisfies advanced composition requirement for general studies. To be taken concurrently with student teaching. Prerequisite*: Admission to Professional Semester.

EDUC 470. Student Teaching in Early Childhood Education (K-4). **6 hrs.**

EDUC 471. Student Teaching in Middle Childhood Education (5-8). **6 hrs.**

EDUC 472. Student Teaching in Early/Middle Childhood Education.* **6 hrs.**

EDUC 474. Student Teaching in Adolescent Education (9-12). **6 hrs.**

EDUC 475. Student Teaching in Adolescent Education (9-12). **12 hrs.**

EDUC 476. Student Teaching in Middle Childhood Education (5-6). **6 hrs.**

EDUC 477. Student Teaching in Early Education (K-4). **6 hrs.**

A teaching experience in classrooms appropriate to the certification sought, under the supervision of a selected professional teacher. Total involvement in the school program is obtained by all-day assignment to teaching responsibilities. Observation, reports, preparation of lesson plans, professional dispositions, group and private conferences and analysis of child growth and development are stressed. *All application materials for student teaching both fall and spring semesters must be in the Education Department office by the first Monday in March. Prerequisite*: Admission to the Professional Semester. *A teacher education fee will be required.*

**Only for students seeking PreK-Adult in art, music, physical education, physical education/health or specific learning disabilities (K-Adult).*

EDUC 498. Directed Reading/Writing Reflection. **1 hr.**
A course in which students read, reflect, and write on contemporary issues and profession-related challenges and successes through examination of their Capstone Experience.

SPECIAL EDUCATION COURSES

SPEC 230. Exceptionalities and Human Diversity. **3 hrs.**
An introduction to special populations, including under-represented diverse students, and students with physical, mental, and educational characteristics of the behavior disorders, giftedness, hearing impairments, learning disabilities, mental impairments, physical disabilities, speech and language impairments, and visual impairments. Special emphasis will be given to the inclusion of students with disabilities and diverse backgrounds (low social and economic status, students at-risk, ethnicity and gender) in the regular education setting. Candidates seeking the specific Learning Disabilities endorsement must enroll in this class spring of their sophomore year. *Prerequisite*: a 2.0 or better in EDUC 201.

SPEC 330. Behavior Management. **3 hrs.**
A survey of classroom management and behavior modification procedures used in modifying specific behavioral and/or academic characteristics of students in the classroom. Candidates have the opportunity to analyze case studies and create an in-depth behavior intervention plan. *Prerequisite*: SPEC 230, admission to the teacher education program.

ENGINEERING PHYSICS

See Physics and Engineering for description of Engineering- 3/2 Option, page 120.

ENGLISH

PROFESSORS EMERITI: Arminta Baldwin, G. Mark DeFoe, John Saunders
PROFESSORS: Boyd Creasman, William Mallory, Devon McNamara
ASSOCIATE PROFESSORS: Richard Schmitt, Eric Waggoner
ASSISTANT PROFESSOR: Aaron Smith
INSTRUCTOR: Ashley Lawson
LECTURER: Nancy Porter

Literature and writing should be an integral part of every student's program. Thus, the English faculty seeks to provide courses suitable for all students. Central to its curriculum is the creation of an atmosphere of open inquiry where students and faculty can work together toward greater understanding and appreciation of literature and writing.

The program's aims embrace the best in classic and contemporary literature. The courses are directed toward students in liberal arts, teaching, business, government, and the sciences, and those who intend graduate study in law, medicine, and the ministry. The faculty also encourages students to choose English as a valuable minor area of study.

To accommodate student needs and goals, the English faculty offers an English major with three concentrations or "tracks": a literature concentration for those who want a "general" degree in literary studies or seek to pursue graduate study; a writing concentration for students who wish to enter journalism, freelance writing, or a field where writing skills are in high demand; and a teaching concentration, for those seeking certification as teachers.

Requirements for Major

A minimum of 36 semester hours above composition, including core and individual concentration requirements and electives. English majors may count up to 51 hours in English above ENGL 101 and 102 toward the 120 hours required for graduation.

Core Requirements (23 hours): ENGL 225; 240 or 241; 251 or 252; 235 or 337; 325, 326, 350, 420; and one course from ENGL 230, 231, 232, 245, 275, or 276.

Literature Track (12 hours): ENGL 410; and 9 hours of literature electives at the 200 level or above.

Writing Track (18 hours): ENGL 213, 311, 313; and 6 hours from writing electives (ENGL 215, 315, 317, 361, 362; or a 3 hour writing internship); and a 3-hour elective in literature at the 200 level or above.

Teaching Concentration: See ENGLISH under Education.

Requirements for English Minor

15 semester hours in English courses above Composition II.

Requirements for Writing Minor

15 semester hours above composition, including ENGL 213 and 12 hours of writing electives (ENGL 215, 311, 313, 315, 317, 361, 362). One literature course may be substituted for a writing elective.

ENGL 101. Composition I. **3 hrs.**
A general course in expository, narrative, and descriptive writing, emphasizing basic writing skills: grammar, punctuation, usage, sentence structure, paragraphing, organization, and thesis support. Short writing assignments and essays. *Students are required to earn a C (2.0) or better in this course before taking Composition II. This course may be waived on the basis of official placement.*

ENGL 102. Composition II. **3 hrs.**
An introduction to persuasive writing and the research paper. This course emphasizes critical thinking and identification with audience, as well as research methods and documentation sources. Essays and a research paper are required. *Students are required to earn a C (2.0) or better in this course in order to graduate. Prerequisite*: ENGL 101 or official placement.

ENGL 163. Introduction to Literature. **3 hrs.**
An introductory course devoted to an understanding of poetry, fiction, and drama, with attention to methods of presentation, elements of literature, and content.

ENGL 165. Short Fiction. **3 hrs.**
A wide-ranging genre study of short prose works, from the short story to the novella, with attention to both American and international writers.

ENGL 170. Contemporary Literature (Honors). **3 hrs.**
A study of novels, film, poetry, memoirs, etc., written by living writers. American and international authors are equally represented among the works studied. *Prerequisite*: Honors student or 3.5 GPA.

ENGL 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

ENGL 207. Strategies for Teaching and Tutoring Writing. **2 hrs.**
An introduction to the theories of writing pedagogy, writing center theory, tutoring dynamics, and the practical concerns of teaching writing, such as teaching the mechanics, directed self-editing, and prioritizing revision. The course is designed specifically

for Writing Center tutors and secondary education majors wishing to supplement their preparation in the teaching of writing. *Prerequisites*: Grades of B (3.0) or above in ENGL 101 and 102 or permission of instructor.

ENGL 213. Introduction to Creative Writing. **3 hrs.**
A workshop course in which students explore several modes of writing--poetry, prose, or drama. Students examine works by master writers, complete assignments, and submit their own work for class review. *Prerequisite*: ENGL 102.

ENGL 215. Writing for the Print Media. **3 hrs.**
A study of sound journalistic practice in the print media. A hands-on course designed to improve the student's ability to interview, do research, and write editorials, news stories, and feature articles for newspapers and magazines. *Prerequisite*: ENGL 102.

ENGL 225. An Introduction to Literary Studies. **3 hrs.**
A course offering English majors a survey of critical approaches as well as experience in using important concepts and terms of literary disclosure. Topics include genres, scansion, research and MLA formatting, and an overview of literary periods. This course prepares English majors and minors for upper-division work in the field and should be taken in the sophomore year or as soon as the major is declared. *Prereq.*: ENGL 102.

ENGL 230, 231, 232. Non-Western Literature. **3 hrs.**
An exploration of the traditional and emerging literatures of Africa (ENGL 230), or Asia (ENGL 231), or other countries, regions, or continents (ENGL 232). A wide range of genres from poetry to fiction to film and drama will be investigated. *Prerequisite*: ENGL 102. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

ENGL 235. Early Classics of Western Literature. **3 hrs.**
An exploration of early masterpieces of Western literature, from Homer, Greek drama, and Virgil to Dante. *Prerequisite*: ENGL 102.

ENGL 240. American Literature, The Early Tradition. **3 hrs.**
A survey of major works of American writers from Bradford to 1900 in their historical, cultural, and literary contexts. *Prerequisite*: ENGL 102.

ENGL 241. American Literature, Realism to the Present. **3 hrs.**
A survey addressing the historical, social, and political importance of American literature during the twentieth century as well as its literary merits. Beginning with Twain and moving through the great age of American novels in the 20s and 30s to post World War II fiction and poetry. Major authors covered include Crane, Wharton, Hemingway, Fitzgerald, Faulkner, West, Cather, Ellison, O'Connor, Plath, Lowell, Oates, Updike, and Roth. Major literary and intellectual movements such as Realism, Modernism, and Post-modernism will be considered. *Prerequisite*: ENGL 102.

ENGL 245. American Ethnic Literature. **3 hrs.**
A survey of the rich ethnic literatures of the United States, including the works of Hispanic, African-American, Native American, Asian-American, and other ethnic writers and filmmakers. Novels, poetry, short fiction, drama, and film may be included. *Prerequisite*: ENGL 102. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

ENGL 248. Appalachian Literature. **3 hrs.**
An investigation into the poetry, short fiction, novels, and other genres of the writers of the Appalachian region. While many West Virginia writers will be studied, works from the entire region will be included. *Prerequisite*: ENGL 102. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

ENGL 251. England, The Heritage I. **3 hrs.**
A survey of English literature beginning with Beowulf and ending with the eighteenth

century, focusing on the mastery of literary terms and the recognition of genres ranging from lyric poetry to drama to fiction to satire. Includes major figures such as Chaucer, Spenser, Shakespeare, Milton, Swift, Pope, and Johnson. *Prerequisite*: ENGL 102.

ENGL 252. England, The Heritage II. **3 hrs.**
A survey of English literature of the nineteenth and twentieth centuries, focusing on the mastery of literary terms and recognition of genres ranging from lyric poetry to prose to drama to the novel. Includes major figures such as Wordsworth, Coleridge, Keats, Tennyson, Browning, Dickens, Hardy, Joyce, Woolf, Lawrence, Shaw, Forster, Larkin, and Stoppard. *Prerequisite*: ENGL 102.

ENGL 255. Irish Literature. **3 hrs.**
A study of major Irish writers -- novelists, poets dramatists -- of the nineteenth and twentieth centuries, including Yeats, Joyce, Shaw, Synge, O'Casey, Beckett, Heaney, Boland, and Doyle, with attention to Irish history and the relationship between Ireland and America. *Prerequisite*: ENGL 102; ENGL 163 is recommended.

ENGL 270, 271, 272, 273. Studies in Genre. **3 hrs.**
A study of representative fiction (ENGL 270), poetry (ENGL 271), drama (ENGL 272), or other genres (ENGL 273) that illustrates the historical development of a genre particularly in matters of form. *Prerequisite*: ENGL 102.

ENGL 275, 276. Studies in Gender. **3 hrs.**
An exploration through literature and criticism of questions related to gender. Women's Studies ENGL 275) will be offered along with courses that consider other issues related to gender (ENGL 276). *Prerequisite*: ENGL 102. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

ENGL 311. Creative Writing: Poetry. **3 hrs.**
Informal workshop course that concentrates on writing poetry and provides a helpful and critical audience for the student's work. *Prerequisites*: ENGL 213 and one course in literature.

ENGL 313. Creative Writing: Fiction. **3 hrs.**
Informal workshop course that concentrates on writing fiction and provides a helpful and critical audience for the student's work. *Prerequisites*: ENGL 213 and one course in literature.

ENGL 315. Creative Writing: Non-Fiction. **3 hrs.**
An informal workshop course that focuses on writing non-fiction pieces and offers a critical and helpful audience to evaluate the student's work. *Prerequisites*: ENGL 213 and one course in literature.

ENGL 317. Autobiography and Journal Writing. **3 hrs.**
An introduction to the autobiographical genre through the reading of five or six autobiographies from the classic Franklin to the contemporary Maya Angelou. The student will explore his or her own life through various journalistic techniques by keeping a personal journal that will, along with the readings, provide material for writing several papers, culminating in an autobiography. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 319. Advanced Composition. **2 hrs.**
An advanced course in composition in which students practice and develop their skills in exposition, narration, description, and argumentation. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 325. The History of the English Language. **2 hrs.**
A broad study of the history of British and American English, with attention to the dialect, idiom, slang, jargon and varieties of English and its social, political and cultural impacts. An overview of World English is also included. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 326. Grammar and Style. **2 hrs.**
A practical review and investigation of the syntax and grammar of the English language focusing on style, usage, punctuation, audience and expression. *Prerequisites:* ENGL 102 and one course in literature.

ENGL 337. Modern World Literature. **3 hrs.**
A far-reaching study of modern world writing, investigating significant works from Europe, Asia, and the Americas. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 340, 341, 342. Twentieth Century American Literature. **3 hrs.**
A study of a particular genre such as poetry (ENGL 340), fiction (ENGL 341), or a theme or topic (ENGL 342). A genre course might, for example, look at the novel in the 1990s, while a theme course might pursue the quest for individual identity in American literature of this century. *Prerequisite*: ENGL 102 and one course in literature.

ENGL 350. Shakespeare. **3 hrs.**
A study of representative plays: comedies, histories, tragedies and romances against the background of the Elizabethan age. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 351. The Age of Chaucer. **3 hrs.**
The poetry of Chaucer as it developed from Middle English literature under the influence of the French and Italian Renaissance. This course will also address other writers of Chaucer's time, the origins of the ballad, and the beginnings of English drama. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 353. The Age of Spenser and Milton. **3 hrs.**
A study of major works of Milton and Spenser, with additional consideration of poets and prose writers of the English Renaissance and Reformation. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 359. Nineteenth Century British Literature. **3 hrs.**
A study of the major literary movements in England in the nineteenth century. The course will survey the entire century, although one era (such as Romanticism) or one genre (such as poetry) might be emphasized. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 361. Advanced Creative Writing - Fiction. **3 hrs.**
A workshop course focused on the advanced study of the short story in various forms. Attention will be paid to short-shorts and stories of more traditional length. Attention will be paid to use of language and how it adds to the form. *Prerequisites*: ENGL 313 or permission of instructor.

ENGL 362. Advanced Creative Writing - Poetry. **3 hrs.**
A workshop course focused on the advanced study of open and closed form, voice, tone, language and image. Students will complete a portfolio of poems assigned by the instructor. *Prerequisites*: ENGL 311 or permission of instructor.

ENGL 370. Critical Approaches and Literary Analysis. **3 hrs.**
A survey of critical approaches from the ancients to contemporary approaches such as feminism and reader-response. Students will read a variety of texts in order to develop their skills in criticism. *Prerequisites*: ENGL 102 and one course in literature.

ENGL 410. Major Author Seminar. **3 hrs.**
A study of a major writer (or, in some cases, two closely related writers) designed to provide in-depth exposure to a particular author's works. Authors whose works would be considered include Chaucer, Spenser and Milton, Wordsworth and Coleridge, Austen, Dickens, Dickinson and Whitman, and Joyce. *Prerequisites*: English major or permission of instructor, and one course in literature.

ENGL 420. Senior Thesis. **2 hrs.**
During the senior year, directed by instructors in the English department, each major will complete an academic study, critical analysis or writing project, one that represents the student's highest achievement as a scholar or a writer. The project will be presented orally to the department. *Satisfies advanced composition requirement for general studies. Prerequisite*: Senior standing and at least 24 hours in the major.

ENGLISH AS A SECOND LANGUAGE

COORDINATOR: Nancy Porter
LECTURERS: Peggy Hall, Nancy Porter

International students with a TOEFL score of 500 or below will be required to enroll in Wesleyan's English as a Second Language (ESL) program for the first year at the College.

Students required to enroll in the ESL program typically earn six credit hours per semester. A maximum of twelve credit hours of ESL instruction may be applied toward an undergraduate degree; graduate students required to take ESL instruction will earn undergraduate credit. Any additional ESL instruction credit beyond the initial twelve hours of credit will not apply toward degree requirements. In addition to classes, students will have two to three contact hours per week with program peer tutors.

ENSL 111. Readings in English I. **2 hrs.**
A general reading and vocabulary-building course for non-native speakers. Emphasis on basic comprehension skills using selected short stories, poetry, and cultural nonfiction. Vocabulary development for real-life situations and basic word structures, including synonyms, homonyms, prefixes, and suffixes. *This course meets three hours per week.*

ENSL 112. Readings in English II. **2 hrs.**
Advanced comprehension skills and literary analysis development using a novel, in addition to short stories and cultural nonfiction. Expansion of more specialized vocabulary, including homophones, antonyms, idioms, and technical language. *This course meets three hours per week.*

ENSL 121. Intermediate Writing I. **2 hrs.**
A general course in basic writing skills for the intermediate level non-native speaker. Emphasis on effective use of the writing process through practice in sentence structure, paragraph development, distinguishing between central and supporting ideas, grammar, punctuation, and usage. *This course meets three hours per week.*

ENSL 122. Intermediate Writing II. **2 hrs.**
In this course, students will make the transition from paragraph writing to writing essays using a variety of writing modes, such as description, narration, process, example, comparison/contrast, cause/effect, and persuasion. Critical reading skills will be applied to professional essays as models. Continued effective use of the writing process, with emphasis on thesis development and support, organization, sentence development, grammar, punctuation, and usage. *This course meets three hours per week.*

ENSL 127. Intermediate Speaking and Listening I. **2 hrs.**
A course designed to continue the development of speaking and listening skills for the intermediate level non-native speaker to assist in everyday conversations and understanding of academic class lectures. Students will practice these skills through a variety

of speaking activities, reading aloud, listening to recordings, dictations, and lectures. *This course meets three hours per week.*

ENSL 128. Intermediate Speaking and Listening II. **2 hrs.**
Continuation of oral and listening skill development for the intermediate level non-native speaker. Students will practice these skills through a variety of interactive activities, including probing for information, responding to questions, asking for and responding to opinions, and presentation of speeches. *This course meets three hours per week.*

ENVIRONMENTAL STUDIES

The primary goals of this program are to provide students with first-hand experience in the field of environmental science as well as an in-depth understanding of local, regional, and global environmental issues. Graduates of the B.S. in Environmental Science program will be well prepared to enter graduate school or a scientific career in the fields of water quality management, environmental chemistry, ecology, environmental education, forestry, and wildlife management. Graduates of the B.A. in Environmental Studies program will be broadly educated in the diverse aspects of environmental issues with an emphasis on resource economics, natural resource management, and environmental law and politics which will prepare them for graduate school or a career in environmental law, advocacy, resource management, or public policy, among others.

Requirements for Bachelor of Science in Environmental Science Major

55-56 semester hours, including BIOL 160, 250 or 252, 254, 310, 312 or 316, and one biology elective (200 level or higher). In addition, students must take ENVS 130, 330, 335 or 370, ENVS 350, ENVS 497, 498; CHEM 161, 163L, 221, 223L; and CHEM 231,233L; MATH 115; either PHSC 127 or ENVS 140.

Requirements for Bachelor of Arts in Environmental Studies Major

38-41 semester hours, including either BIOL 112 or 160; CHEM 105, 107L; ECON 110, 120, 333; ENVS 130, 330, 370, 379, 497; MATH 115; PHIL 105 or 230; POLS 101 or 120, POLS 328.

Requirements for Environmental Studies Minor

15 semester hours, including ENVS 130, 330, 370; any two of the following courses: ECON 333, PHIL 130, POLS 328, SOCI 306 or 308.

ENVS 130. Environmental Science. **3 hrs.**
A study of the relationships between humans and the natural world. Basic principles of biology, population studies, natural resources, food, energy, pollution, environmental ethics, etc. Laboratory included. Designed for non-majors. *Students may not receive credit for both ENVS 130 and BIOL 111.*

ENVS 140. Soil Science. **3 hrs.**
In this course students will examine the importance of soil as a resource for agriculture and forestry including aspects of its conservation and management. The processes of soil development and erosion will be studied. Through hands-on laboratory exercises and field trips, students will investigate the taxonomy and physical and chemical

characteristics of soil. This course satisfies the general studies lab science requirement. Laboratory and field trips. *Offered spring semester, alternate years.*

ENVS 330. Natural Resource Conservation. **3 hrs.**
This course is the first of a year-long sequence that concludes with Ecosystem Management. It is an interdisciplinary, in-depth examination of four scarce resources: water, air, soil, and minerals. Students will integrate information from diverse fields such as political science, economics, ethics, and religion as they strive to understand the issues, interpret case studies, and assess potential solutions to problems. *Prerequisite*: ENVS 130. *Offered fall semester, alternate years.*

ENVS 335. Environmental Analysis. **4 hrs.**
Methods for design, sampling, and statistical analysis of environmental research. A laboratory class with emphasis on techniques for assessing the health of terrestrial and aquatic ecosystems, including introductory use of geographic information systems. Students will design, conduct, and analyze a research project working in small groups. Laboratory and field trips. *Prerequisites*: BIOL 254; ENVS 130. *Offered spring semester, alternate years.*

ENVS 350. Spatial Resource Analysis. **3 hrs.**
Use of geographic information systems for environmental research. This course will feature a practical hands-on approach to analysis of environmental data using spatial analytical techniques. Students will individually design, conduct, analyze, and present a resource-based spatial analysis project. Laboratory and field trips. *Prerequisites:* BIOL 254; ENVS 130.

ENVS 370. Ecosystem Management. **3 hrs.**
In-depth, comparative study of major ecosystem types including marine, aquatic and terrestrial systems. Includes concepts in ecosystem function such as biomass production, nutrient cycling, diversity, stability, resilience and succession and their application in real-life case studies of land and wildlife management. Assigned readings and discussion of primary scientific literature. Lecture/discussion with two Saturday field trips. *Prerequisite*: ENVS 330. *Offered spring semester, alternate years.*

ENVS 379. Experiential Learning in Environmental Science. **1 hr.**
A hands-on, career-related internship in disciplines related to environmental science (e.g., natural resource management, wildlife biology, environmental law, or environmental policy). Internship experiences can be used by Environmental Studies majors to develop ideas for presentation in Seminar in Environmental Issues. *Prerequisite:* BIOL 254 for Environmental Science majors; ENVS 130 for Environmental Studies majors; or permission of faculty.

ENVS 497. Seminar in Environmental Issues. **2 hrs.**
Oral and written presentation on student research projects and current research papers from the primary environmental literature. Emphasizes perfecting skills in the interpretation of scientific research and scientific communication. *Satisfies advanced composition requirement for general studies. Prerequisite:* ENVS 379 or permission of instructor.

ENVS 398/498 Environmental Science Research. **1-2 hrs.**
Students will design, conduct, statistically analyze, and summarize an original research project. Students will use the scientific method and hypothesis-driven research to analyze either a natural resource or sociological problem or issue relevant to the study of environmental science. In addition, students will write a draft of a research paper summarizing their research project with the intent of (1) expanding and refining the draft paper during *Seminar in Environmental Issues,* and (2) publication in a scientific journal. Presentation at a scientific meeting is strongly encouraged. This class will meet

weekly to monitor progress. Completion of this course with a grade of C or better is a requirement for graduation with an Environmental Science major. See your academic advisor to complete the process of enrolling in this course. *Prerequisite:* BIOL 254 or permission of faculty.

EXERCISE SCIENCE

PROFESSOR: R. Daniel Martin, EdD., ATC
ASSISTANT PROFESSORS: Rae Emrick, MS, ATC, CSCS (ACI)(CIE), Drue Stapleton, M.Ed., ATC, CSCS (ACI)
LECTURERS: John Bohman, Tammie Hammon, MS, ATC, CSCS, (ACI), Dennis Porter, M.Ed., ATC, Brian Potter, MS, ATC, (ACI), EMT, Randall Tenney

The Exercise Science department of West Virginia Wesleyan College serves to prepare students for a wide range of graduate study and/or careers in the fields of health and wellness, fitness, exercise physiology, sports medicine and other allied health fields. In the Department of Exercise Science, students may choose between degrees in Athletic Training, Exercise Science, or Physical Education.

Requirements for Exercise Science Major

61 semester hours, including EXSC , 261, 302, 315, 316, 320, 325, 331, 338, 360, 395, 415, 416, 420; PHED 110, 130, 140, 240, 340; BIOL 151, 152; PSYC 101; CHEM 105, 107L, 106, 108L or CHEM 161, 163L, 221, 223L.

The exercise science major at WVWC serves to prepare students for a wide variety of graduate study and/or careers in the fields of exercise, sport, and occupational physiology, sports medicine, strength and conditioning, biomedical research, health and wellness, coaching, fitness and sports management, nutrition, sports performance, clinical exercise physiology, cardiac rehabilitation, and other allied health fields. With Exercise Science, students will benefit from theoretical as well as hands-on applied laboratory skills in metabolic testing, performance enhancement, physiologic assessment, and exercise testisng and prescription. Also, students will be exposed to formal research/ thesis procedures and scientific writing necessary for current research publications in the field. Furthermore, exercise science students will be encouraged to attend regional and national sports medicine conferences. Many students use applied exercise science in conjunction with studies in biology as a premedical track such as pre-physical therapy, pre-chiropractic, pre-pharmacy, etc. Upon completion of the exercise science degree, students will be prepared to take nationally accredited certification exams from the American College of Sports Medicine, National Academy of Sports Medicine, American Society of Exercise Physiologists, American Council on Exercise, and/or the National Strength and Conditioning Association.

Requirements for Physical Education Major
39-40 semester hours, including BIOL 151, 152; PHED 101 (swimming) or proficiency test, PHED 130, 150, 201, 251, 252, 349; EXSC 302, 320, 325, 335.

Requirements for Physical Education Minor
24 semester hours, including PHED 140, 150, 251; EXSC 302, 320; BIOL 151, 152.

Requirements for Athletic Training Major
66 semester hours, including EXSC 155, 160, 163, 211, 212, 213, 214, 220 **or** 261, 276, 301, 311, 312, 313, 320, 325, 372, 396, 403, 404, 411, 412; PHED 130, 165, 240, 340; BIOL 151, 152; PSYC 101. *CHEM 161, 163L or CHEM 221, 223L and PSYC 225 strongly recommended.*

The Athletic Training major provides students with theoretical knowledge and understanding of the profession of athletic training. The major blends classroom instruction and structured clinical experiences through a process that results in students' gaining eligibility to sit for the Board of Certification (BOC) examination upon graduation from Wesleyan. Students who graduate from the program and subsequently pass the national certification exam will be qualified to be employed as athletic trainers in secondary schools (see third paragraph, below), in colleges and universities, for professional athletic teams, in sports medicine clinics, or in industrial preventive medicine clinics. In addition, students will be well prepared to pursue graduate level studies in athletic training and, upon completion of specified prerequisite coursework, advanced degrees in movement science, exercise physiology, physical therapy, medicine (including physician's assistant programs), health, and physical education. **The major is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).**

The prospective athletic training student is strongly advised to consider fully the demands of extensive classroom and fieldwork demands of the Athletic Training Education Program (ATEP). Participation in varsity sports and/or other heavy extracurricular activities will make completion of the ATEP within four years VERY difficult. Once a student is accepted into the ATEP, he/she can participate in only one sport during the academic year (i.e., Fall and Spring baseball or cross country/track, etc. constitutes two sports), due to the inability of completing required competencies and clinical proficiencies during each of the practicum courses, and the importance of the clinical experience in making one more proficient, and thus more marketable in the Athletic Training field. The AT student must be available for clinical experience assignment throughout the academic year. Also keep in mind that the ATEP does not offer clinical practicum experiences in the May/Summer terms. Remember, the more clinical experiences one misses due to athletic or other obligations, the more he/she will have to overload at other times to "catch-up" on missed clinical experience opportunities. Those who choose to participate in these activities will need to stay for at least one semester or one full academic year to complete all requirements and the minimum of six semesters of fieldwork experience. Every attempt will be made to accommodate these students, however, student athletes and others that will have extensive time demands outside the ATEP are required to communicate this to the Program Director and academic advisor during the first semester at WVWC.

Students who wish to combine athletic training with a second major in teacher education must fulfill all requirements of both the athletic training major and the teacher education program, including the specific requirements for the desired teaching field(s). This combination will require more than four years to complete.

Mission Statement: The mission of the WVWC ATEP is to prepare undergraduate athletic training students to sit for the BOC national certification examination as per JRC-AT and NATA guidelines and requirements. Successful graduates will be prepared to explore graduate study and/or obtain employment as certified athletic trainers in the various allied health and medical arenas. The liberal arts foundation at WVWC will ensure that ATEP graduates have a broad educational foundation that includes meaningful engagement in human inquiry and interaction as based on the fourteen goals of the Wesleyan experience.

Learning Outcomes: Upon completion of the WVWC ATEP, the graduate will be able to:

1. Think creatively and critically
2. Communicate effectively in both the written and spoken word.
3. Act responsibly and within the ethical, professional, clinical, and legal parameters of the certified athletic trainer.
4. Demonstrate citizenship and community involvement through service.

Additional Fees Associated with ATEP Program: Additional fees associated with the program are for uniform requirements (assessed immediately prior to first semester after acceptance into program), transportation to and from off site clinical and class placements, and membership to the National Athletic Trainers' Association (ATS' are required to obtain membership prior to second year in program). ATS' are required to provide their own transportation to internships and off campus clinical and class placements.

ADMISSION TO AND CONTINUATION IN THE ATHLETIC TRAINING PROGRAM

Technical Standards for Admission

The athletic training program at West Virginia Wesleyan College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education (CAATE). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted to the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

Candidates for selection to the WVWC Athletic Training Educational Program must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm.

2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgements and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or they believe that, with certain accommodations, they can meet the standards.

The Office of Student Development will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Although students are accepted into the College as athletic training majors, continuation in the major depends upon successful completion of specific program requirements, including in-service training sessions, observation hours, academic prerequisites, written application and interview. Admission into the program is selected and limited. The eligibility requirements below are listed in order of importance. Freshmen apply for admission to the program during the spring semester. Transfer applicants may apply during their first semester on campus. Students are accepted into the program in the spring semester and formally begin the major the following semester.

Students must meet the following eligibility requirements for formal admission into the athletic training program:

1. A cumulative grade point average of 2.5 or higher.
2. Completion of the following prerequisites with no grade below C (2.0): BIOL 151, 152; EXSC 155,160; PHED 130, PHED 165, EXSC 163.
3. Submission of a written application, including two letters of recommendation.
4. Successful completion of an interview with the athletic training faculty and clinical instructors.

5. Completion of a minimum of 60 observation hours as part of EXSC 155, and EXSC 160.
6. Attendance at a Universal Precautions in-service program, AHA HealthCare Provider CPR Certification in-service program (w/required certification) and proof of HBV vaccination (or initiation of the series)

Candidates must meet ALL six criteria above to be selected to the program. The number of accepted students will vary from year to year.

Application materials must be completed and turned in to the Program Director by February 15th of the spring semester. Acceptance for all candidates will be provisional until grades are released for the spring semester and all criteria remain met. Candidates will be notified of their acceptance status by June 1st of each year.

Transfer students may apply by completing all materials and turning them in to the Program Director by October 1st of the fall semester and must meet all criteria listed above.

If a student is not accepted into the ATEP, he/she will receive with the letter of denial, explicit explanation of any criteria that are not met and what must be met to all re-application via petition. Those students who wish to petition for reconsideration must do so by submitting a formal letter of petition with a specific plan(s) to address any and all criteria that are lacking to the Program Director by August 1st. The petition will be reconsidered by the Program Director, Department Chair, and ATEP faculty and the student will be notified prior to the beginning of the fall semester.

Following initial acceptance into the program, the student must meet the following criteria to remain in good standing within the program:

1. Earn no grade below a C (2.0) in the required coursework within the major and maintain a minimum of a 2.75 CGPA for the remainder of the program.
2. Demonstrate continual progress in attainment of the required clinical competencies (each semester) and minimum of 6 semesters of clinical experience.

EXERCISE SCIENCE COURSES

EXSC 155. Introduction to Athletic Training. **1 hr.**
An introduction to the profession for prospective athletic training majors. The course examines the history of the profession, the roles and responsibilities of the certified athletic trainer, as well as educational preparation and employment opportunities. Students become familiar with the WVWC athletic training department through structured observation hours (minimum of 20 hours required), a mentoring program, and related assignments and clinical competency requirements that orient them to the Athletic Training Facility operations and policy and procedures.

EXSC 160. Athletic Training I. **3 hrs.**
An introduction to the basic principles of prevention, evaluation, and management of athletic injuries. Topics covered include training and conditioning techniques, protective sports equipment, mechanisms and characteristics of sports trauma, tissue response to injury, environmental considerations, and additional health conditions. Requires a minimum of 40 hours of supervised clinical observation. *Prerequisite*: EXSC 155; *Co-requisite:* PHED 165.

EXSC 163. Athletic Training Taping Laboratory. **1 hr.**
Introduction to the basic principles of selection, fabrication, and application of preven-

tative and protective taping, wrapping, splinting and bracing devices. *Pre- or co-requisite*: EXSC 155, 160; PHED 165.

EXSC 211. Athletic Training Practicum I. **1 hr.**
Under the direct supervision of a NATABOC certified athletic trainer and approved clinical instructor, the athletic training student (ATS) will complete a minimum of three three-week rotations. Emphasis will be placed on improving taping and wrapping skills, first aid, general medical assessment, general practice and game coverage procedures, observations with team physician(s), and campus health center observations. *Co-requisite*: EXSC 213. *Prerequisites*: Formal acceptance into ATEP program and: EXSC 155, 160, 163.

EXSC 212. Athletic Training Practicum II. **1 hr.**
Continuation of EXSC 211. Under the direct supervision of a NATABOC certified athletic trainer/ACI, the student will complete a minimum of three three-week rotations. Emphasis will be placed on observation of team orthopedic surgeon(s) in both office and surgical settings, taping, wrapping, general medical assessment, and lower extremity evaluation techniques. *Co-requisite*: EXSC 214. *Prerequisite:* EXSC 211.

EXSC 213. Clinical Techniques in Athletic Training I. **4 hrs.**
In-depth study of athletic injury and evaluation of injury to the lower extremity, and gait analysis. *Laboratory included. Co-requisite*: EXSC 211.

EXSC 214. Clinical Techniques in Athletic Training II. **4 hrs.**
In-depth study of athletic injuries to the upper extremity (shoulder complex, arm, elbow, forearm, wrist, and hand) and spine. *Laboratory included. Co-requisite*: EXSC 212.

EXSC 220. Psychology of Injury. **3 hrs.**
Exploration of theory and research related to psychological aspects of injury and rehabilitation. Emphasis will be placed on psychological precursors to injury, response to injury, and rehabilitative care in concert with psychological interventions to improve rehabilitative efficacy. *Prerequisite*: PSYC 101. *Offered every other spring, alternating with EXSC 261.*

EXSC 261. Foundations of Sport and Exercise Psychology. **3 hrs.**
Psychological effects and implications of participation in sport and exercise. Emphasizes personality and behavioral dynamics of sport, psychological changes associated with exercise, assessment in sport psychology. *Prerequisite*: PSYC 101.

EXSC 276. Therapeutic Modalities in Athletic Training. **3 hrs.**
Introduction to the clinical aspects and study of therapeutic modalities used in the treatment of athletic injuries. Students will gain hands-on experience with the various modalities (electrical stimulation, ultrasound, massage) currently used in athletic training. *Prerequisites*: EXSC 160, 211, 212, 213.

EXSC 301. Organization and Administration of Athletic Training Programs. **2 hrs.**
Introduction to the basic organizational and administrative components of an athletic training program, including the planning, coordinating and supervision of services pertaining to health care service delivery (physical examinations and screenings, emergency care, follow-up care, referrals, insurance, liability and rehabilitation), financial management, training room management, personnel management, and public relations. *Prerequisite*: AT majors only. *Alternate years.*

EXSC 302. Organization and Administration in Exercise Science and Physical Education. **3 hrs.**
Introduction to the basic organizational and administrative components of exercise science and physical education arenas. Students will be exposed to management strat-

egies, budgeting projects, grant writing, certification/licensure issues, physical education policy and procedure development, and exercise science service delivery in traditional physical education and clinical settings. *Prerequisite:* EXSC/PHED majors only.

EXSC 311. Athletic Training Practicum III. **1 hr.**
Continuation of EXSC 212. Under the direct supervision of a NATABOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on lower extremity evaluation techniques, general assessment of medical conditions, and day to day practice, game, and athletic training facility procedures. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios for progress to EXSC 312. *Co-requisite*: EXSC 313. *Prerequisite*: EXSC 212.

EXSC 312. Athletic Training Practicum IV. **1 hr.**
Continuation of EXSC 311. Under the direct supervision of a NATABOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on evaluation of upper and lower extremity and spine, general medical assessment, and day to day practice, game, and athletic training facility procedures. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios to progress to EXSC 411. *Prerequisite.:* EXSC 311.

EXSC 313. Clinical Techniques in Athletic Training III. **4 hrs.**
Evaluation of the head, face, thorax, abdomen, respiratory system, cardiovascular system, general medical conditions, and vital signs trends evaluation. Guest speakers. *Laboratory included. Prerequisite:* EXSC 214.

EXSC 315. Exercise Science Practicum I. **1 hr.**
Supervised clinical and laboratory experience for third year students in Exercise Science. The student will complete a minium of 30 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science.

EXSC 316. Exercise Science Practicum II. **1 hr.**
Supervised clinical and laboratory experience for third year students in Exercise Science. The student will complete a minium of 30 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science.

EXSC 320. Exercise Physiology. **3 hrs.**
The physiological effects of exercise on the human body; areas of interest include concepts of physical fitness, fatigue, weight control, nutrition, environmental stresses and review of the latest research in human performance. *Prerequisites*: BIOL 151, 152.

EXSC 325. Kinesiology. **3 hrs.**
A study of the arthological, neurological and myological basis for human movement, including an introduction to the basics of movement and sport skill analysis. *Prerequisite*: EXSC 320.

EXSC 331. Tests and Prescription Lab. **1 hr.**
Practical experience in areas of fitness evaluation, prescription, and supervision. The development of basic techniques in a supervised setting. *Pass/ Fail grading. Co-requisite*: EXSC 338. *Prerequisite*: BIOL 152.

EXSC 335. Perceptual-Motor Development and Movement Experience **3 hrs.**
Considers the life span approach to human motor development. Focus is on the process developing perception and its relationships to motor development in addition to providing theoretical information and practical experience in the areas of perceptual-motor development, basic movement skills and motor fitness as part of a well integrated program of movement education in the overall elementary and special education

curriculum. Knowledge of the development of the psychomotor domain completes and complements the knowledge previously learned related to the cognitive and affective domains of the young child, helping teachers to more effectively work with the whole child **(To count as requirements for the Physical Education K-12 major, to meet NCATE Standards).**

EXSC 338. Exercise Testing and Prescription. 3 hrs.
A course designed to provide knowledge and experience in the field of graded exercise testing, exercise prescription and rehabilitation of persons with cardiovascular disease. *Co-requisite:* EXSC 331.

EXSC 360. Foundations of Strength and Conditioning. 3 hrs.
A structured exploration of the physiology and biomechanics of strength and conditioning theory. An in-depth study and structured review for the NCSA National Certification Exam for the Certified Strength and Conditioning Specialist (CSCS) certification. *Prerequisite*: EXSC 320,325. *Offered alternate years.*

EXSC 372. Rehabilitation Techniques in Athletic Training. 3 hrs.
A course designed to develop and enhance individual competencies necessary to plan and implement a comprehensive rehabilitation/reconditioning program for injuries/illnesses sustained by the competitive athlete. Students will develop skills related to performing orthopedic musculoskeletal and neurological evaluations and the integration of physical assessment into a comprehensive rehabilitation plan. The competencies are intended to stimulate further growth and development of the psychomotor, cognitive, and affective skills necessary to athletic training/physical therapy. *Prerequisites*: EXSC 160, 276.

EXSC 395. Internship in Exercise Science. 1 hr.
A structured clinical internship in exercise science/fitness in which the student must spend 120 hours under the supervision of fitness specialists in an applied setting. This is primarily an affective experience within the applied setting. Students will write clinical case studies for each week of the experience. *Prerequisites*: A completed Application for Individualized Instruction must be submitted to the Registrar's Office prior to beginning of the internship. This internship may only be taken during the summer between junior and senior years, and after successful completion of EXSC 338.

EXSC 396. Athletic Training Clinical Internship. 1 hr.
A structured 120 hour (minimum) clinical experience off site at rehabilitation clinics, hospitals, professional sports organizations, or other allied health arenas as approved by program director. This is primarily an affective experience designed to familiarize the ATS with the processes of critical thinking, clinical decision making, patient interaction, rehabilitation, assessment, medical record documentation, and other proficiencies necessary for entry level practice in the allied health and rehabilitative industry via direct observation of clinical health care providers at the site. The ATS, in concert with the program director must orchestrate the site agreement with the clinic or organization, and must complete the clinical internship during the summer between the third and fourth year in the ATEP program ONLY. The ATS is responsible for travel and costs associated with travel to this experience. *Prerequisite*: Senior level standing in ATEP.

EXSC 403. Senior Seminar in Athletic Training I. 1 hr.
Developing basic skills in research methodology and scientific communication through the formation of a research question, review of the literature, and writing a paper. Written and oral presentations. The ATS will be required to submit a formal abstract to the WVATA annual conference oral presentation committee for referred judging and potential oral presentation at the annual state conference. *In combination with EXSC 404, satisfies advanced composition requirement for general studies. Prerequisite:* Senior standing in athletic training major or permission of instructor.

EXSC 404. Senior Seminar in Athletic Training II. **1 hr.**
Continuation of EXSC 403, including written and oral interpretation of research findings. Emphasis on analyzing the results of research studies and critically examining the applications of those results. *In combination with EXSC 403, satisfies advanced composition requirement for general studies. Prerequisite*: EXSC 403 or permission of instructor.

EXSC 411. Athletic Training Practicum V. **1 hr.**
Continuation of EXSC 312. Under the direct supervision of a NATABOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on evaluation of upper and lower extremity and spine, general medical assessment, and day to day practice, game, and athletic training facility procedures. ATS' at this level will be expected to sharpen clinical skills via maximum exposure to clinical scenarios and the learning over time model. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios to progress to EXSC 412. *Prerequisite*: EXSC 312.

EXSC 412. Athletic Training Practicum VI. **1 hr.**
Continuation of EXSC 411. Under the direct supervision of a NATABOC certified athletic trainer/ACI, the student will complete a full semester clinical rotation. Emphasis will be placed on evaluation of upper and lower extremity and spine, general medical assessment, and day to day practice, game, and athletic training facility procedures. ATS' at this level will be expected to sharpen clinical skills via maximum exposure to clinical scenarios and the learning over time model. The ATS will be required to pass a minimum of 4 mastery level evaluation scenarios to complete the clinical practicum sequence. *Prerequisite:* EXSC 411.

EXSC 415. Exercise Science Practicum III. **1 hr.**
Supervised clinical and laboratory experience for fourth year students in Exercise Science. The student will complete a minium of 40 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science.

EXSC 416. Exercise Science Practicum IV. **1 hr.**
Supervised clinical and laboratory experience for fourth year students in Exercise Science. The student will complete a minium of 40 contact hours in structured laboratory, research, and applied exercise testing and prescription arenas under the supervision of department faculty in Exercise Science.

EXSC 420. Research Design in Exercise Science. **3 hrs.**
Introduction to research design, data acquisition, and scientific writing consistent with research in the field of exercise science. Students will propose, and write capstone level research in the arena of exercise science. *This course will satisfy the advanced composition requirement for general studies as it will be a capstone writing/research experience. Prerequisite*: Senior level standing in Exercise Science.

PHYSICAL EDUCATION COURSES

PHED 101. Tumbling and Gymnastics. **2 hrs.**

PHED 110. Exercise and Weight Control. **3 hrs.**
Identification of health and fitness status, suitable nutrition and exercise programs, calorie needs at various ages. Course entails both class work and physical activity.

PHED 120. Women's Wellness in Sport and Physical Activity. **3 hrs.**
Exploration into female's participation in various avenues of sport drawing on physical and mental wellness in the areas of history of female sport participation, leadership

roles, politics, media, Title IX, coaching/officiating, physiological and psychological changes due to physical activity, as well as female specific training and injury issues.

PHED 121. Wellness Across the Lifespan. **3 hrs.**
An orientation to enable the student to make informed lifestyle choices and/or changes to improve the student's physical well-being. Topics of focus include a holistic approach to areas such as, nutritional concerns (including hydration), physical activity levels (including alternative activities than those typically focused in traditional physical education courses), weight management, smoking cessation, stress management, sleep/rest habits, reproductive health, mental health and drug/alcohol consumption. Students will take an in-depth look at his/her lifestyle choices and the effects those have on mental and physical well-being. Guest speakers will be utilized.

PHED 130. Personal and Community Health. **3 hrs.**
An introductory course designed to help the student acquire the information, attitudes, and habits essential to healthful living. An introduction to disease prevention, sanitation, food regulations and supply, housing, etc.

PHED 140. First Aid and Safety. **3 hrs.**
A course designed to provide the student with the skills needed in the emergency care of the sick and injured, and to introduce the principles of safety and accident prevention.

PHED 150. Physical Education Major I. **4 hrs.**
Introduction to physical education, its various fields, qualifications and employment possibilities. Fitness activities, testing and evaluation. An in-depth study of personal fitness, track and field, swimming and dance with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Education students must pass the swimming proficiency test given in the class. An independent swimming contract will be offered to those education students who still need to fulfill the swimming proficiency at the conclusion of the class.*

PHED 165. Emergency Medical Technician - Basic **4 hrs.**
Emergency Medical Technician - Basic's (EMT-B) work in fire departments, emergency medical services agencies, and hospitals, and may serve in either a volunteer or paid capacity to provide pre-hospital care to the sick and injured. In West Virginia, and most other states, the EMT-Basic is the minimum level of certification necessary to provide pre-hospital care in the patient compartment of an ambulance. This course combines both classroom and practical skill instruction in basic life support pre-hospital care. The course is based upon the U.S. Department of Transportation's National Standard Curriculum for Emergency Medical Technician-Basics, and prepares students to sit for the National Registry of EMT's (NREMT) certification examination. The course will include 8 hours per week of classroom instruction and practical labs. There will be an additional testing fee in order for the student to sit for the NREMT examination.

PHED 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

PHED 201. School Health and Wellness. **3 hrs.**
An in-depth exploration of developmental health and wellness in the school age population. Specific topics will include: school health services, health education trends, safety and emergency planning in the school system, health issues germane to the school age population, and the importance of physical and mental wellness and preventative lifestyle interventions in school age children.

PHED 240. Fundamentals of Human Nutrition. **3 hrs.**
An introductory study of the individual nutrients in respect to digestion, absorption, metabolism, body needs and food sources. This information is applied through study of the life cycle.

PHED 251. Physical Education Major II. **3 hrs.**
An in-depth study of touch football, soccer, volleyball and basketball with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite*: PHED 150.

PHED 252. Physical Education Major III. **3 hrs.**
An in-depth study of racquetball, golf, softball and tennis with emphasis on physical education fundamentals, basic coaching, choice and care of equipment. *Prerequisite*: PHED 251.

PHED 340. Advanced Topics in Nutrition: Sport Nutrition and Pharmacology. **3 hrs.**
An introductory study of nutrition and pharmacological supplementation specifically regarding the athletic and physically active population. Topics will include information on nutrients, digestion, absorption, metabolism, and hydration for athletes as well as legal, banned, and over the counter pharmacological supplementation for performance enhancement and physiological improvement. *Prerequisite*: PHED 240.

PHED 349. Adapted Physical Education. **3 hrs.**
A study of the adapted physical education program within the school curriculum with emphasis on development of individual programs for exceptional children. *Alternate years.*

PHED 352. Methods of Physical Education in Elementary Schools. **1 hr.**
This course is designed to help develop philosophy, objectives, activities, program-planning and evaluation for a functional and meaningful program in elementary school physical education. *Prerequisite*: Junior or senior standing.

PHED 353. Methods of Physical Education in Secondary Schools. **3 hrs.**
Philosophy, objectives, activities, equipment, program-planning, measurement and evaluation procedures for a functional program in secondary school physical education. *Prerequisite*: Junior or senior standing.

FINANCE

See Page 206.

GENDER STUDIES

Requirements for Gender Studies Minor

15 semester hours, including **INDS 150, 450**; 12 hours selected from ENGL 275, 276; HIST 251, 252, 253; POLS 230; RELG 212;SOCI 220, 248, 310. No more than 6 hours are to be completed in any one discipline.

GEOGRAPHY

LECTURER: Gavin Donaldson

GEOG 121. World Geography. **3 hrs.**
An introductory study of world regions focusing on individual countries and areas. Course content draws on physical and cultural elements that assist the student in interpreting the living conditions and actions of humankind in diverse parts of the world.

HISTORY

PROFESSOR EMERITUS: Herbert Coston
PROFESSORS: Stephen Cresswell, Robert Rupp, Richard Weeks
ASSOCIATE PROFESSOR: William Mahoney

The history curriculum is designed to encourage students to read critically, think creatively, research thoroughly, and write effectively. The department encourages students to explore the American past, the European heritage, and Non-Western cultures. A major in history is an excellent foundation for graduate study in law, theology, the humanities, and social sciences. History graduates have found rewarding careers in journalism, research and writing, archival and museum work, teaching, and government service.

Requirements for Major

34 semester hours, including HIST 102, 122; HIST 101 or 121; HIST 201; one course in Non-Western history; one 300-level U.S. history course; one 300-level European history course; one additional 300-level course; two additional courses above the 100 level; HIST 497 and 498.

History majors are urged to take at least 6 hours of a foreign language.

Credit for survey courses 101, 102, and 121, 122 may be established by passing the appropriate College Level Examination Program (CLEP) examinations. No more than 6 hours of exam credit may be applied toward a major.

Requirements for Minor

15 semester hours, including 102, 122 and at least one Non-Western history course. No more than 3 hours of exam credit may be applied toward a minor.

HIST 101. History of the United States I. **3 hrs.**
A survey of the history of the United States from the discovery of America through the Civil War. Emphasis on social, political, and economic developments.

HIST 102. History of the United States II. **3 hrs.**
Continuation of HIST 101, covering the period from the Reconstruction to the present.

HIST 121. History of Western Civilization I. **3 hrs.**
Survey of Western Civilization from prehistory to the close of the religious wars of the Reformation, including Egypt and the ancient Near East, classical Greece and Rome, the early and late Middle Ages, and the Renaissance and Reformation.

HIST 122. History of Western Civilization II. **3 hrs.**
Survey of Western Civilization from the close of the sixteenth century to the present

day with attention to major social, political, economic, intellectual, and artistic developments that have shaped the Western world in modern times.

HIST 161. Introduction to the Non-Western World. **3 hrs.**
An introduction to selected traditional societies before their contacts with Western Civilization during the nineteenth century. Novels and audiovisuals supplement texts and lectures to provide an understanding of the common person's village life as well as the Great Tradition of these civilizations. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

HIST 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

HIST 201. Historical Methods. **3 hrs.**
Study of historical writing with the goal of developing a deep critical knowledge of the writings of the major schools of history. Analysis of readings in terms of the technical and philosophical problems underlying all historical study. Introduction to the art of historical research and writing, use of sources, and methodologies. *Prerequisite: Sophomore standing and one course selected from HIST 101, 102, 121, or 122.*

HIST 204. Medieval History. **3 hrs.**
A study of medieval civilization as it emerged as a distinctive culture out of the ruin of the Roman world through its flourishing in the years 1000-1300, the disasters of the fourteenth century and its transition toward the early modern period. While the course will focus on the political, intellectual, social and cultural developments in Europe, attention will also be given to interactions with the Byzantine Empire, the lands of Islam, and what we now call Russia.

HIST 210. Parties and Elections. **3 hrs.**
Description under POLS 210.

HIST 214. The Renaissance and Reformation Eras. **3 hrs.**
A study of the underlying economic, political, social, and religious structures during the Renaissance and Reformation periods in Europe from the mid-fourteenth to mid-seventeenth centuries. Significant intellectual, cultural, and social trends of the period include humanism, individualism, the stimulation of art and literature, the moral and religious dilemma of Christians in this context, and the responses of the Protestant and Catholic Reformations.

HIST 225. History of Modern Germany. **3 hrs.**
A history of Germany since 1815, including the rivalry between Austria and Prussia, the mid century revolutions and Bismarck's wars of unification, Prussian leadership in the German Empire of 1871-1918, the politics and culture of the Weimar Republic, the impact of the two world wars, the social and political nature of the Third Reich, and the division and reunification of the two Germanies.

HIST 228. History of Europe, 1789-1890. **3 hrs.**
An examination of European history from the French Revolution and Napoleonic Era to the coming of the Golden Age. The revolutionary tradition and the upheavals of 1848, the impact of modernization and industrial progress, the development of the modern nation-state, and the growing pressures on domestic politics and the international system arising from nationalism and imperialist expansion.

HIST 232. History of Europe, 1890 to the Present. **3 hrs.**
A look at European society from La Belle Epoque to the present day, including the origins and consequences of the First World War, the political and economic instability of the interwar years, the development and application of totalitarian ideologies, the cataclysm of the Second World War, the Cold War and the division of Europe, the

consequences of the democratic revolutions of 1989 and the collapse of the Soviet Union, and the long road to European unity.

HIST 239. History of West Virginia. **3 hrs.**
A study of the economic, social, and political history of West Virginia; designed for teachers of social science and individuals interested in the affairs of this state and its region. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

HIST 244. History of Multi-cultural America. **3 hrs.**
This course is an overview of the history of U.S. racial minority groups. Using a comparative approach, the course will focus on three particular groups: African Americans, Native Americans, and Asian Americans. The course will probe the history of each group using lectures, sound recordings and film, readings in primary sources, and more.

HIST 246. American Labor and Radicalism. **3 hrs.**
A study of the forces that influenced the rise of labor, including the history of organized labor, craft unionism and collective bargaining, labor-management relations, and labor law. Attention also to various radical groups and political parties founded by laboring persons, including the anarchists, the I.W.W., and the Socialist Party. Assessment of the efforts of American labor to gain and maintain power in a diverse society.

HIST 251. U.S. Women's History. **3 hrs.**
This course provides an overview of the economic, political, and social forces that have shaped women's experiences over four centuries. It explores the historical roles of women as sex objects, wives, mothers, workers, patriots during; ;times of war, and political activists. *This course satisfies the United States Cultural Studies requirement of the General Studies curriculum.*

HIST 252. Women's Rights Movement in America. **3 hrs.**
This course provides an overview of the feminist movement and its role in shaping the lives of American women. It not only explores the history of the two waves of the women's rights movement, but the course also provides a forum to discuss modern feminist issues. *This course satisfies the United States Cultural Studies requirement of the General Studies curriculum.*

HIST 253. Motherhood in American History. **3 hrs.**
This course traces the evolution of motherhood from the 17th century to the 21st century and exposes the changing expectations of what it means to be a "good" mother in American society. The study of motherhood reveals how women have adapted motherhood to the social and economic realities of their lives and have struggled to define their own maternal standards. *This course satisfies the United States Cultural Studies requirement of the General Studies curriculum.*

HIST 269. African-American History. **3 hrs.**
A survey of the experience of African-Americans from their beginnings in Africa through the Civil War and Reconstruction to the Civil Rights Era. An examination of such topics as traditional African societies, the institution of slavery, the development of African-American culture in rural and urban societies, the Civil War and Reconstruction, the African-American church and education, and the intellectual and protest movements. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

HIST 270. People's Republic of China. **3 hrs.**
A study of issues in Chinese history since 1949, such as the balance between continuity and change, between ideology and practical considerations, and between domestic and foreign policies. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

HIST 273. Japan Since 1868. **3 hrs.**
The Meiji restoration of 1868 is often interpreted as the beginning of Modern Japan. This survey of Modern Japanese history uses the theme of balancing continuity and change, discussing it in the periods of Meiji Reforms, Taisho Democracy, Militarism and War, postwar recovery, and the emergence of Japan's "post-industrial" society in the 1990s. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

HIST 325. Eastern Europe Since 1900. **3 hrs.**
A survey of major social, political, and intellectual developments in Eastern Europe from 1900 to the democratic revolutions of 1989 and beyond. The course covers both individual national histories and broader regional developments, including nationalism, ethnicity, and regional tensions; the two world wars and the new order of the interwar period; the creation of communist societies and the Soviet Bloc; the Prague Spring, Solidarity, and the other "cracks" in the Bloc; the democratic revolutions of 1989; and the post-1989 struggles to achieve political and economic reforms. *Prerequisite*: HIST 122 or 232 or permission of the instructor.

HIST 330. European Social and Intellectual History Since 1789. **3 hrs.**
An examination of European social and intellectual history since the Enlightenment. Topics include the impact of the Enlightenment and the revolutionary era on European society and thought; the effects of industrialization and modernization on social development, social classes, and gender roles; and advances in philosophy, political and social theory, science, and the arts from the late 1700s to the present. *Prerequisite*: HIST 122 or 228 or 232 or permission of instructor.

HIST 333. American Foreign Policy. **3 hrs.**
Description under POLS 333.

HIST 335. History of Modern France. **3 hrs.**
An examination of French history since the Enlightenment with emphasis on the origins of the revolutionary and Napoleonic traditions, the evolution of French society and culture, the nature and politics of the French republics, and the role of France in European and global affairs in the modern era.

HIST 340. History of Modern Russia. **3 hrs.**
The history of Russia from 1796 to the present with emphasis on the decline and fall of the Russian aristocracy, the evolution of reform thought and revolutionary opposition, the revolution of 1917, the Marxist-Leninist dream and its Soviet consequences, the totalitarian state under Stalin, the role of Gorbachev's perestroika and the collapse of the Soviet Union, and the political and economic struggles of the post-Soviet era.

HIST 351. Early American History. **3 hrs.**
Development and growth of American social, political, and economic institutions from the colonial period through the age of Jackson. Topics include the emergence of new ideologies of revolutions, race, and gender; slavery and the Old South; and religion and reform.

HIST 352. American Biography. **3 hrs.**
This course uses biography to understand the role of individuals in the American history and the relationship to historical periods. From Tecumseh to Teddy Roosevelt, Andrew Jackson to Amelia Earhart, Frederick Douglass to Frank Lloyd Wright, various lives of prominent Americans will be studied in the context of their times in their impact on American society. *Prerequisite:* HIST 101 or 102, or permission of instructor.

HIST 354. Civil War and Reconstruction. **3 hrs.**
An analytical study of the social forces, events and personalities involved in the disruption of the Union and its reconstruction (from 1840 to 1876).

HIST 355. European Diplomatic History. **3 hrs.**
A detailed study of the diplomacy that shaped the relations among European states (and increasingly with the United States) from the fall of Napoleon to the period of the Cold War.

HIST 358. History of Modern Middle East. **3 hrs.**
This course investigates the history of the Middle East from the time of the French Revolution to the present, although Islam and the long history of the region will be introduced. Emphasis is placed on The Ottoman Empire and Muslim successor states as well as Persia/Iran. The focus will be on the struggle with modernity and the various responses of Muslim countries and organizations to the challenge of the West. Major attention is given to the Arab-Israel conflict. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

HIST 360. American Legal History. **3 hrs.**
A survey of American legal history, tracing the influence of the law on everyday life and its impact on social and political history. Includes criminal law and the desire to enforce conformity to government policy, resistance to the laws, the changing role of attorneys in society.

HIST 497. Senior Seminar. **3 hrs.**
Advanced readings, discussion, and use of primary and secondary materials to write and present orally a major research paper. Consideration will be given to historiography, research techniques, manipulation of data, interpretation of the past, and writing styles. *Satisfies advanced composition requirement for general studies. Prerequisites*: Senior standing, History major and HIST 201.

HIST 498. Senior Comprehensive Examination. **1 hr.**
Review and oral examination covering several major areas in the discipline of history. *Prerequisite*: Senior standing.

INTERDISCIPLINARY

INDS xxx. First-Year Seminar **4 hrs.**
A topics course designed to introduce students to the academic expectations of college. As part of a small seminar group, students will work toward making a smooth transition to college life. Each seminar focuses on a topic of interest and fulfills a general studies requirement.

The course numbers and corresponding general studies are noted below:

INDS 102 Written Expression - Composition II
INDS 103 Oral Expression - Fund of Oral Communication
INDS 104 Social Science
INDS 105 Physical & Mental Well -Being
INDS 106 Written Expression - Composition I
INDS 107 Aesthetic Expression
INDS 108 International Cultural Studies
INDS 109 United States Cultural Studies
INDS 110 Religious and Philosophical Inquiry - Philosophy
INDS 111 Religious and Philosophical Inquiry - Religion
INDS 112 Experimental Inquiry - Library Science
INDS 113 Literature

INDS 120. Introduction to the Humanities. **3 hrs.**
Exploration of major works in the arts and humanities recognized as perennially significant expressions of human creativity and insight. Within the general studies program this course focuses on Western foundations of our heritage, building a common basis for subsequent college studies. The course is taught by faculty from various disciplines and emphasizes interpretation of primary works through group discussion. *Must be taken during the freshman or sophomore year. Prerequisite*: ENGL 101.

INDS 130. Modern Latin America. **3 hrs.**
An interdisciplinary study of Latin America drawing on political, literary, artistic and film resources in order to offer a general overview of Latin America from 1820 to present. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

INDS 140. Introduction to Libraries and Librarianship. **1 hr.**
This course is designed to provide the student with a broad overview of the library profession. Topics covered will include: history of libraries, introduction to the various types of libraries, vocabulary of the profession, professional associations and publications of the discipline, and an overview of graduate programs in Library Science and related fields.

INDS 150. Introduction to Gender Studies. **1 hr.**
Taking a multi-disciplinary approach, this course is meant to provide new minors with a preliminary understanding of issues and topics pertinent to the field of gender studies. This course is a requirement for all minors.

INDS 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic that is not otherwise represented in the curriculum.

INDS 220. Organization of Information. **3 hrs.**
This course will provide the students with an introduction to cataloging tools and resources. Topics covered will include: the Dewey Decimal System, Library of Congress Classification system, Sears & Library of Congress Subject headings, AACR2, Metada Schemes such as Dublin Core, and the role of OCLC in the modern libary. *Prerequisite:* INDS 140.

INDS 221. Introduction to Reference and Public Services. **3 hrs.**
This course will provide students with knowledge and skills in the areas of reference services in library and information environments. Topics covered will include: philosophies of reference and information services, types of information resources, evaluation of information resources, identifying current information resources, conducting an effective reference interview, and effective information search strategies. *Prerequisite:* INDS 140.

INDS 310. Honors Seminar. **1 hr.**
Weekly discussion of current events topics. Students will submit a brief paper and make a brief oral presentation each week. A common learning experience for Honors students from all disciplines. *Prerequisite*: Honors student or 3.5 GPA. *May be repeated for credit.*

INDS 340. Collection Development and Management. **3 hrs.**
This course will provide students with an understanding of principles and best practices in collection management. Topics covered will include: gathering and analyzing data relevant to community served; creating and evaluating collection management policies; collection assessment; and acquisition and weeding of materials in both print and electronic formats. *Prerequisites:* INDS 140, 221.

INDS 440. Library Science Field Experience. **2 hrs.**
This course will provide students with supervised experience in a public, school, or academic library setting. This capstone experience will require students to demonstrate both theoretical knowledge and practical skills gained in the courses undertaken for a minor in Library Science. Projects of benefit to the student and the cooperating library will be arranged on an individual basis with the supervision of a library faculty member. *Prerequisites:* INDS 140, 220, 221, 340.

INDS 450. Capstone Gender Studies Course. **2 hrs.**
After fulfilling all other course requirements for the minor, the student, under the advisement of an appropriate faculty member, will complete a guided capstone project on the topic of his/her choice, as approved by the appropriate faculty. The project is meant to allow the student to combine and apply the knowledge he/she has gained through the minor in a unified, sustained project that is meant to extend the student's knowledge beyond academia. *Prerequisites:* Must have fulfilled (or must currently be enrolled in classes that will finish requirements) course requirements for the Gender Studies minor.

INTERNATIONAL BUSINESS

See Business for description of major program.

INTERNATIONAL STUDIES

The interdisciplinary international studies major provides a broad liberal arts foundation, a basic knowledge of foreign cultures, and an opportunity to concentrate in studies of one or more geographic regions. This major prepares students for graduate study, a position in a multinational corporation, international social service such as the Peace Corps or church-related mission work, or work with an international foundation or volunteer agency.

Travel and study abroad programs are encouraged. Credit for such programs may be applied toward the major if approved in advance. International studies majors are encouraged to participate in the International Student Organization while on campus.

Requirements for Major

45-51 semester hours, including parts I-V, as prescribed below. *Students may apply courses in their own national history and culture toward the major only with permission of the international studies advisor.*

I. **International Relations** (12 semester hours): POLS 120 and three courses selected from POLS 225, 232, 333, 350, 353 or HIST 355.

II. **Economics and Society** (12 semester hours): ECON 110, GEOG 121; and two courses selected from an approved international travel/study course, ECON 120, 331; SOCI 305, 306, 307, 308 or courses approved under the "Global Society" Heading in the major requirements for the Sociology program..

III. **Area of Concentration** (18 semester hours in one option, including 9 hours in history and 9 hours in other areas):

OPTION A. **Asia**: ENGL 231; HIST 161, 270, 273; POLS 325; RELG 240, 245.

OPTION B. **Europe**: HIST 204, 214, 225, 228, 232, 325, 330, 335, 340; ART 241, 242, 246; ENGL 235, 251, 252, 255, 337, 350, 351, 353, 359; PHIL 111, 211, 260, 270; POLS 320.

OPTION C. **General/Global**: Selection of courses from those listed for Asia and Europe, as well as courses on Africa, Latin America, the Middle East, etc., including at least three courses from a single country or region outside the United States. The selection is to be made according to the distribution above and approved by the international studies advisor.

OPTION D. **United States** (open to international students only): Selection of courses at the 200 and 300 level in American history and other courses in American politics, society, culture, religion, and other relevant areas of American life. The selection is to be made according to the distribution above and approved by the international studies advisor.

IV. **Foreign Language**: 6 semester hours minimum in one foreign language or proficiency in a native language other than English. Additional language study is strongly recommended.

V. **Senior Research Paper** (3 semester hours): Independent Study. *Satisfies advanced composition requirement for general studies.*

LIBRARY SCIENCE

Library Science courses listed on pages 113 and 114 under Interdisciplinary.

MANAGEMENT

See Business for description of major program.

MARKETING

See Business for description of major program.

MATHEMATICS

PROFESSOR EMERITUS: Michael Berry
ASSOCIATE PROFESSOR: Gretchen Lynn
ASSISTANT PROFESSOR: Pamela Miltenberger Wovchko
INSTRUCTOR: Nathaniel Sams
LECTURER: John Epler

The mathematics program at Wesleyan is designed to prepare students for employment as applied mathematicians in industry, for entrance into graduate school, for certification as secondary or elementary teachers of mathematics, or for a variety of careers in other disciplines which require that blend of intuition, formalism, and logic which characterizes the mathematical process.

Requirements for Major

46 semester hours, including PHYS 151; MATH 105, 115, 140, 161, 162, 223, 240, 250, 310, 320, 341, 440, and 450; and in addition, 3 hours of electives at the 200 level or higher.

Requirements for Minor

20 semester hours, including MATH 161, 162, and 223. The remaining 9 hours must be selected from courses numbered above 223.

For programs leading to teacher certification in mathematics at the middle childhood and adolescent levels, see Education.

MATH 103. Mathematics for the Liberal Arts. **3 hrs.**
A general studies level course. Topics include probability, statistical reasoning, financial management, problem-solving and basic geometry. *Usually offered every semester.*

MATH 105. History of Mathematics. **3 hrs.**
Evolution of number systems and computations using those number systems in the Egyptian, Babylonian, Greek, Roman, Mayan, and Asian cultures. The contributions of these cultures and distinguished mathematicians such as Archimedes, Pythagoras, Euclid, and Cardano; the solutions of famous problems. *Usually offered every third year, beginning 2007-2008.*

MATH 110. College Algebra. **3 hrs.**
Polynomial equations and inequalities in one and two variables. Systems of equations and inequalities. Functions, including exponential and logarithm functions. Emphasis throughout on applications and problem-solving techniques with a technology component. *Usually offered every semester.*

MATH 112. College Algebra for Education Majors. **3 hrs.**
A course designed for education majors, particularly those in the Elementary Education (K-6) track. A brief review of numbers and elementary algebra; linear and quadratic equations, linear and nonlinear inequalities and applications. Relations, functions and graphing. Polynomials and rational functions. Systems of equations and inequalities. Arithmetic and geometric progressions and applications. In addition, there will be use of appropriate manipulatives and other activities. *Prerequisite:* Education major.

MATH 115. Elementary Statistics. **3 hrs.**
An introductory-level course emphasizing data and statistical reasoning. Topics include data representation and distributions, regression and correlation, experimental design, sampling, inference, estimation and confidence. *Students may not receive credit for both MATH 115 and PSYC 225. Usually offered every semester.*

MATH 130. Pre-Calculus. **3 hrs.**
Functions and their inverses; the straight line, the circle and parabola. The trigonometric and inverse trigonometric functions and their graphs, identities and equations. Double, half-angle, sum and difference of angle identities. Solutions of triangles, the Law of Sines and Cosines. Problem solving techniques and the use of technology are stressed throughout. *Usually offered every fall semester.*

MATH 140. Geometry. **3 hrs.**
Basic elements of plane Euclidean geometry, with an emphasis on visualization and manipulation. Congruent and similar triangles; properties of circles and polygons; tessellations; constructions. Formal and informal proofs. Group work. Dynamic geometry software will be used in computer explorations. *Usually offered every third year.*

MATH 150. Problem Solving. **3 hrs.**
The use of different problem-solving strategies, techniques, and tools. Types of problems to be considered include algebraic, logic, cryptarithmetic, and number theory. Emphasis on organization, group work and writing throughout. Some use of technology. *Usually offered every third year.*

MATH 161. Calculus I. **4 hrs.**
Introductory calculus with a laboratory component. Differentiation and applications of the derivative; transcendental functions; differential equations, numerical approximations, mathematical modeling. Emphasis throughout on projects, group work and written reports. *Prerequisite*: C or better in MATH 130 or equivalent, or official placement.

MATH 162. Calculus II. **4 hrs.**
Introductory calculus with a laboratory component. Integration techniques and applications of the integral; the Fundamental Theorem of Calculus. Improper integrals. Polynomial approximations. L'Hopital's rules. Additional work with differential equations, numerical methods and mathematical modeling. Emphasis throughout on projects, group work and written reports. *Prerequisite*: C (2.0) or better in MATH 161 or equivalent. *Usually offered every spring semester.*

MATH 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum. A MATH 288 course will usually be offered spring semester in odd years; a MATH 388 course will usually be offered spring semester in even years.

MATH 223. Calculus III. **3 hrs.**
Multivariable calculus with a computer component. Parametric and polar coordinates. Curves and surfaces in space. Partial differentiation, multiple integration. Infinite series and power series. Emphasis throughout on projects, group work and written reports. *Prerequisite*: C or better in MATH 162 or equivalent. *Usually offered every spring semester, odd years.*

MATH 230. Differential Equations. **3 hrs.**
First and second order differential equations; analytic methods, Laplace transforms, Fourier series, numerical methods, series solutions, partial differential equations. *Prerequisite*: MATH 162. *Usually offered every spring semester, even years.*

MATH 240. Discrete Mathematics. **3 hrs.**
Graph theory; transversibility, trees and directed graphs. Combinatorics; counting, partial orderings and elementary probability. Number theory; divisibility and modulo arithmetic. Algorithms emphasized throughout. *Prerequisite*: *Placement in MATH 161 or MATH 110. Usually offered every fall semester, even years.*

MATH 250. Basic Concepts of Mathematics. **3 hrs.**
Introduction to formal mathematics, including proofs, formulating and proving conjectures, mathematical notation. Sets and set operations; relations and functions. Finite, countable and uncountable sets. Axiomatic construction of the real number system. Group work and the communication of mathematics, written and oral, will be emphasized. *Mathematics majors must complete this course by the end of their sophomore year.* Not open to freshmen. *Pre- or co-requisite*: MATH 162. *Usually offered every fall semester of odd years.*

MATH 301. Advanced Engineering Mathematics. **3 hrs.**
Three-dimensional vector calculus; Stoke's theorem, linear algebra, eigenvalues, unitary transformations, complex analysis, residue integration, conformal mappings, numerical methods. *Prerequisite:* MATH 223.

MATH 310. Linear Algebra. **3 hrs.**
Vectors and vector spaces; inner product spaces. Coordinate systems; bases; linear independence, orthogonality. Matrices; linear transformations; eigenvalues and eigenvectors. Technology will be used. *Prerequisite*: MATH 162 or *Co-requisite:* MATH 250. *Usually offered spring semester, even years.*

MATH 320. Algebraic Structures. **3 hrs.**
Groups, rings, fields and algebras. Homomorphisms, structure theorems. Quotient groups and rings. Emphasis on models throughout. *Prerequisites*: MATH 250. *Usually offered spring semester, even years..*

MATH 330. Theory of Probability. **3 hrs.**
Mathematical probability theory. Event spaces, discrete and continuous distributions. Conditional probabilities and Bayes rule. Random variables and special distribution functions. Joint and marginal distributions. Limiting distributions and the Central Limit Theorem. Technology will be used. *Prerequisite*: MATH 162. *Usually offered fall semester, odd years.*

MATH 341. Real Analysis I. **3 hrs.**
Sequences and their limits; continuity and consequences; uniform continuity. An introduction to real line topology, including the Bolzano-Weierstrass theorem. Emphasis on group work and oral presentations. Some use of technology. *Prerequisite*: MATH 250. *Usually offered fall semester, even years.*

MATH 342. Real Analysis II. **3 hrs.**
Differentiation and the mean value theorems; the Riemann integral and the mean value theorems. The Fundamental Theorem of Calculus. Series, power series and uniform convergence. There will be projects, oral presentations, and use of technology. *Prerequisite*: MATH 341. *Usually offered spring semester, odd years.*

MATH 440. Research. **3 hrs.**
An introduction to mathematical research and the writing of mathematical papers. Emphasis is placed on current and historical mathematics literature. The course consists of a series of papers and oral presentation of them and culminates in the writing of the senior research paper. *Satisfies advanced composition requirement for general studies. Prerequisites*: Mathematics major and senior standing. *Usually offered every fall semester.*

MATH 450. Seminar. **1 hr.**
Oral presentation to mathematics students and faculty of the research paper prepared in MTH 440 during the previous semester. *Prerequisite*: MATH 440. *Usually offered every spring semester.*

MEDIA STUDIES

See Communication for description of major program.

MODERN AND CLASSICAL LANGUAGES

ASSOCIATE PROFESSOR: Vicki Phillips
LECTURERS: Patricia F. Juergens, Brigitte La Fontaine

Courses in this department are designed to develop basic language and cultural proficiencies.

Requirement for Minor

A minor in Spanish is available to students who elect to take 6 hours above the intermediate level. These hours may be taken at Wesleyan through regular course work or learning contracts, at another U.S. institution, or through recognized study abroad. Contact instructors in the department for information about a minor in French.

FRENCH

FRCH 101. Introductory French I. **3 hrs.**
A course designed to give the student basic proficiency in language skills and cultural awareness. *Meets four hours per week.*

FRCH 102. Introductory French II. **3 hrs.**
Continuation of FRCH 101. *Meets four hours per week. Prerequisite*: FRCH 101. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

FRCH 201. Intermediate French I. **3 hrs.**
A course designed to continue development of language and cultural proficiencies. *Prerequisite*: FRCH 102 or equivalent.

FRCH 202. Intermediate French II. **3 hrs.**
Continuation of FRCH 201. *Prerequisite*: FRCH 201.

GERMAN

GERM 101. Introductory German I. **3 hrs.**
A course designed to give the student basic proficiency in language skills and cultural awareness.

GERM 102. Introductory German II. **3 hrs.**
Continuation of GERM 101. *Prerequisite*: GERM 101. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

GREEK

GERK 201. New Testament Greek I. **3 hrs.**
Elementary Hellenistic Greek grammar oriented toward the reading of the Greek New Testament. *Offered in alternate years.*

GERK 202. New Testament Greek II. **3 hrs.**
Continuation of GERK 201. *Prerequisite:* GERK 201. *Offered in alternate years.*

GERK 301. Readings in Hellenistic Greek I. **1-3 hrs.**
Additional experience in translation and in using resources for philological study of the New Testament and related Hellenistic Greek works. *Prerequisites*: GERK 201 and 202. *Offered in alternate years.*

GERK 302. Readings in Hellenistic Greek II. **1-3 hrs.**
Continuation of GERK 301. *Prerequisite*: GERK 301. *Offered in alternate years.*

SPANISH

SPAN 101. Introductory Spanish I. **3 hrs.**
A course designed to give the student basic proficiency in language skills and cultural awareness. *Meets four hours per week.*

SPAN 102. Introductory Spanish II. **3 hrs.**
Continuation of SPAN 101. *Meets four hours per week. Prerequisite*: SPAN 101. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

SPAN 201. Intermediate Spanish I. **3 hrs.**
A course designed to continue development of language and cultural proficiencies. *Prerequisite*: SPAN 102 or equivalent.

SPAN 202. Intermediate Spanish II. **3 hrs.**
Continuation of SPAN 201. *Prerequisite*: SPAN 201.

SPAN 301. Advanced Spanish I. **3 hrs.**
A course designed to continue the development of language proficiency and cultural awareness. Emphasis on spontaneous expression based on representative print and nonprint media from Hispanic cultures. *Prerequisite*: SPAN 202 or instructor's permission.

SPAN 302. Advanced Spanish II. **3 hrs.**
Continuation of SPAN 301. *Prerequisite*: SPAN 301.

MULTI-CULTURAL STUDIES

The multidisciplinary minor in Multi-cultural Studies provides a broad liberal arts foundation, a basic knowledge of ethnic cultures in the United States and in the world, and an opportunity to further one's understanding of ethnic relations, multiculturalism, and the intersection of race, class, and gender. It prepares students for a world complexity of multi-cultural relations, cultural expression, and the interconnection of the world. This minor prepares students for graduate study, teaching at the elementary and secondary school level, careers in business, international business, and management, international social service in non-profit organizations, museum and administrative work, or government service.

Requirements for a minor in Multi-cultural Studies

15 semester hours including six hours from the Domestic section and six hours from the International section. Multi-cultural Studies is a multidisciplinary program with a maximum of six hours allowed in any one discipline.
Domestic: COMM 121, ENGL 245, ENGL 275, HIST 269, SOCI 243
International: ENGL 230, ENGL 231, ENGL 232, HIST 161, HIST 270, POLS 240, POLS 325, POLS 347, RELG 240, RELG 245, SOCI 305, SOCI 315

MUSIC

PROFESSORS: Melody Meadows, Larry Parsons, Linda Sabak
ASSISTANT PROFESSORS: James Moore, Karl Paoletti
LECTURERS: Robert Baden, Marguerite Bostonia, Stacey Brett, Eric DeFade, Scott Green, Anne Hamilton, Mark Hamrick, Richard Manspeaker, Ronda Paoletti, Jessica Scott, Robert Turizziani, Linda Wagner, Linda Wolfersheim

The music curriculum is designed to develop an understanding and appreciation of music, and to help students become accomplished musicians. The Bachelor of Music Education degree serves those who are preparing for the teaching profession, and the Bachelor of Arts degree accommodates those wishing a liberal arts degree or wishing to emphasize a particular aspect of music such as applied music or theory in their study. Various options for a contract major combining music with other disciplines, such as business or Christian education, are possible. All curricula offered provide a strong foundation for graduate study.

The music program is accredited by the National Association of Schools of Music and endorses the statement on Basic Musicianship adopted by this national accrediting organization. The program seeks to develop basic musicianship in the following areas: (1) A conceptual understanding of such musical properties as sound, rhythm, melody, harmony, texture and form; and opportunities for developing a grasp of their interrelationships as they form the cognitive-affective basis for listening, composing and performing; (2) Repeated opportunities for enacting in a variety of ways the roles of listener (analysis), performer (interpretation), composer (creation), and scholar (research); (3) A repertory for study that embraces many cultures and historical periods.

Admission To and Continuation In the Music Program

Students wishing to major in music are admitted to the program provisionally according to a placement evaluation given in aural and written theory during Orientation and a placement audition in applied music at the beginning of the first semester of study. At the end of the fourth semester an evaluation of the progress made in both musical and academic studies will be made by the music faculty and, after a private conference with the student, a decision regarding continuation in the program will be made. Students must meet the following requirements to proceed in the music major:

1. A cumulative grade point average of 2.0 or higher in all college work. (A cumulative grade point average of 2.5 or higher in all music coursework for B.M.E. students.)
2. A grade of C (2.0) or better in MUSC 101,102, 201, 202, and 301. Any of these courses with an unsatisfactory grade (C- through F) may be repeated only once.

Requirements for the Bachelor of Music Education Degree

55 semester hours of music courses, plus applied music instruction (amount varies), plus 31-32 semester hours of professional education courses. Music courses include MUSC 101, 102, 108, 111 and 112 (voice majors only), 145, 201, 202, 209, 221 and 222 (for non- voice majors), 231, 232, 241, 242, 243, 244, 270, 275, 276, 301, 310, 321, and 322. All candidates for this degree are required to attain a minimum of level 8 in their chosen field of applied music, which is normally achieved by a maximum of 14 semester hours of study, and to present a recital in their major performing area in their junior or senior year (with or without one hour credit). All non-keyboard majors are required to attain a level 2 in piano, which is normally achieved by a maximum of 4 semester hours of study. All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit, and to establish a minimum of 4 semester hours credit in ensemble. No more than 4 ensemble credits may apply toward the 120-hour minimum required for graduation. Because of the heavy requirements for this degree, it is likely that the student will either have to carry an overload or extend the time required to complete the program. Students should be aware that either option will result in additional tuition charges. Note: *Completion of this degree may require more than 8 semesters of full-time academic work.*

Professional education courses include EDUC 101, 141, 201, 250, 306; EDUC 467, 472, 474; SPEC 230, SPEC 330; totaling 26 hours. In addition, students must satisfy all current requirements of the West Virginia Department of Education for *all* teacher certificates and/or by West Virginia Wesleyan College for all degrees, and they must complete the following courses, some of which also satisfy general studies requirements: PHED 130 or 201; one course from COMM 121, ENGL 248, HIST 244, HIST 269, SOCI 210, SOCI 243, SOCI 305, SOCI 306, SOCI 308, SPAN 102 or

special topics course approved by the education department. See Education section of this catalog.

Requirements for Music Major, Bachelor of Arts Degree

52 semester hours, including MUSC 101, 102, 108, 111 and 112 (voice majors only), 201, 202, 301, 321 and 322, attainment of level 6 in one area of applied music, 4 hours of ensemble and music electives to complete 52 hours. Students wishing to complete an *applied music emphasis* must attain a level 10 in one area of performance and give a full recital (with or without one hour credit). All non-keyboard majors are required to attain a level 2 in piano, which is normally achieved by a maximum of 4 semester hours of study. Students wishing to complete a *theory emphasis* must complete MUSC 250 and 270, attain a level 6 in piano and complete a special project in musical research, analysis or composition during their senior year, the results of which will be shared publicly through a lecture or lecture-recital. All candidates for this degree are expected to participate in at least one ensemble each semester, with or without credit. No more than 4 ensemble credits may apply toward the 120-hour minimum required for graduation.

Requirements for Minor

15 semester hours, including MUSC 101, 215, sufficient study in chosen field of applied music to attain level 4, 2 semester hours of ensemble and 2 semester hours of electives in music. *Music minors must achieve a grade of C (2.0) or better in each music course.*

MUSC 101. Basic Musicianship I. **4 hrs.**
Review of mechanics and music fundamentals. An integrated study of basic musical units through development of individual skills in music listening, performance, composition, analysis and criticism, incorporating the principles of comprehensive musicianship. With MUSC 101L - Sight Singing, Harmonization and Aural Skills as a component, training includes elementary aural perception, sight singing, dictation, and rhythmic exercises, using traditional classroom teaching methods as well as computer software. *Meets four hours per week.*

MUSC 102. Basic Musicianship II. **4 hrs.**
Continuation of MUSC 101. Emphasis on four-part writing, non chord tones, key and function, with analysis and compositional exercises based on shorter musical works from the eighteenth and nineteenth centuries. With MUSC 102L - Sight Singing, Harmonization and Aural Skills as a component, training includes melodic and harmonic dictation, chord identification and progressions, and realization of figured bass, using traditional classroom teaching methods as well as computer software. *Meets four hours per week. Prerequisite*: A grade of C (2.0) or better in MUSC 101.

MUSC 105. Materials of Music. **1 hr.**
Exploration of the basic elements of musical language, providing students skills needed to become effective musicians. Emphasis on improving familiarity with and understanding of rhythm and notation.

MUSC 108. Music and Listening: An Introduction. **1 hr.**
A course for first-semester music majors, designed to acquaint them with the standard concert repertoire through guided and assigned listening.

MUSC 111. Diction and Fundamentals of Voice I. **1 hr.**
Class instruction in the development and basic techniques of singing with an introduction to English, Italian and Latin diction emphasizing the International Phonetic Alpha-

bet. Required course for all Freshman Voice majors and Music Education majors. *Two periods weekly.*

MUSC 112. Diction II. **1 hr.**
Introduction to German and French diction for singers with emphasis on IPA and in-class performances of German Lieder and French *melodie.* Students will study vowel sounds, mixed vowels, nasal vowels and basic grammar. *Required course for all Voice majors and voice majors in music education. Two periods weekly.*

MUSC 115. Voice for Musical Theatre. **2 hrs.**
A non-voice majors' basic course in vocal performance for the stage. Topics include diction and presentation, increasing projection and vocal range; how to choose, practice, and "sell" a song; historical overview of the musical, auditioning techniques, basic music reading. Recommended for students in dramatic arts.

MUSC 145. Percussion Instruments. **1 hr.**
Class instruction in the various instruments of the percussion family. Limited to music majors and minors. *Two periods weekly.*

MUSC 149, 249, 349. Ensemble. **Each 1 hr.**
Study and performance of works for choral or instrumental groups, including Concert Chorale, Wesleyan Singers, Concentus Vocum, Opera Workshop, various instrumental ensembles, Jazz Ensemble and Concert Band. *A maximum of eight ensemble credits may count toward graduation for all students except music majors, who may count only four.*

MUSC 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

MUSC 201. Advanced Musicianship I. **5 hrs.**
Continuation of MUSC 102. Intensive analysis of complete movements and larger forms, harmonization of melodies, understanding relationship of phrases and structure, basic discussion of improvisatory techniques, and use of music notation software through lead sheet and score preparation. With MUSC 201L - Sight Singing, Harmonization and Aural Skills as a component, training includes sight singing, harmonic dictation, modulation, and basic keyboard realization as well as synthesizer sequencing. *Meets five hours per week. Prerequisite*: A grade of C (2.0) or better in MUSC 102.

MUSC 202. Advanced Musicianship II - Form and Analysis. **5 hrs.**
Continuation of MUSC 201. A detailed study of the structural principles of music, analysis and composition of two- and three-part inventions, fugue analysis, and compositional exercises based on nineteenth-century models. With MUSC 202L - Sight Singing, Harmonization and Aural Skills as a component, training includes sight singing, harmonic dictation, and basic keyboard realization as well as synthesizer sequencing. *Meets five hours per week. Prerequisite*: A grade of C (2.0) or better in MUSC 201.

MUSC 207. Music in Nineteenth and Twentieth Century Russia. **3 hrs.**
A selective survey of the music of the Russian people, with emphasis on the influence of the Russian Orthodox Church and folk culture on the development of a native artistic tradition. Major topics include opera, symphonic music, and Soviet cinema, as well as the role of the arts in a totalitarian state. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum. Offered in alternate years.*

MUSC 209. Elementary Music Methods for the Music Specialist. **4 hrs.**
A study of various philosophies of music education and their application in the use of singing, listening, rhythmic and creative activities to achieve the objectives of early childhood music growth. Laboratory includes the preparation of lesson plans using keyboard and fretted instruments and industry standard software. (Music Education

students will complete their Clinical I (EDUC 206) field experience in MUSC 209.) *Prerequisite:* Permission of the instructor. *Offered in alternate years.*

MUSC 215. Music Appreciation. **3 hrs.**
A course designed to assist students not majoring in music to develop an understanding and appreciation of concert music through directed group listening.

MUSC 217. Introduction to Music Education for the Classroom Teacher. **1 hr.**
A course designed to provide the elementary classroom teacher an appreciation of music and skills necessary to teach or reinforce the general music class in the primary and intermediate grades. The course addresses the history of music, various types of music, and famous composers and presents the fundamental elements of music through the study of basic classroom instruments such as the recorder, piano, guitar, autoharp and various Orff instruments. Students listen to music by famous composers and observe presentations by the instructor, professional music teachers, and advanced music education majors. *Open only to elementary education majors. Two periods weekly.*

MUSC 222. Fundamentals of Voice II. **1 hr.**
Continuation of MUSC 111. *Two periods weekly. Prerequisite*: MUSC 111. *Offered in alternate years.*

MUSC 231. Woodwind Instruments I. **1 hr.**
Class instruction in the fundamentals of the various woodwind instruments. Limited to music majors and minors. *Two periods weekly. Offered in alternate years.*

MUSC 232. Woodwind Instruments II. **1 hr.**
Continuation of MUSC 231. *Two periods weekly. Prerequisite*: MUSC 231. *Offered in alternate years.*

MUSC 241. Brass Instruments I. **1 hr.**
Class instruction in the fundamentals of the various brass instruments. Limited to music majors and minors. *Two periods weekly. Offered in alternate years.*

MUSC 242. Brass Instruments II. **1 hr.**
Continuation of MUSC 241. *Two periods weekly. Prerequisite*: MUSC 241. *Offered in alternate years.*

MUSC 243. Stringed Instruments I. **1 hr.**
Class instruction in the various instruments of the string family, concentrating on two orchestral instruments and guitar. Limited to music majors and minors. *Two periods weekly. Offered in alternate years.*

MUSC 244. Stringed Instruments II. **1 hr.**
Class instruction in various instruments of the string family, concentrating on instruments not covered in MUSC 243 and continuing work with guitar. *Two periods weekly. Prerequisite*: MUSC 243. *Offered in alternate years.*

MUSC 250. Eighteenth Century Counterpoint. **2 hrs.**
Analysis and composition of two- and three-part inventions and three- and four-voice fugues. Use of keyboard, ear training, and sight singing underlies all written work. *Prerequisite*: Permission of the instructor.

MUSC 270. Orchestration. **2 hrs.**
Study of range, use, and characteristics of orchestral and band instruments. Scoring for various instrumental combinations. The student is required to make at least one symphonic arrangement from a piano score. *Prerequisite*: MUSC 201. *Offered in alternate years.*

MUSC 275. Instrumental Conducting. **2 hrs.**
Techniques of organizing and conducting band and orchestra; principles of interpretation, score reading; practice conducting. *Prerequisite*: MUSC 102. *Offered in alternate years.*

MUSC 276. Choral Conducting. **2 hrs.**
Techniques of choral conducting: factors involved in choral interpretation, selection of materials, organization and administration of choral work. Practice in conducting. *Prerequisite*: MUSC 102. *Offered in alternate years.*

MUSC 301. Advanced Musicianship III -Twentieth-and Twenty-first-Century Music **4 hrs.**
A detailed study of the evolution of music from Impressionism to the present day. Improvisational jazz styles are discussed. With MUSC 301L - Form and Analysis as a component, projects include composition and analysis based on twentieth-century models with assignments to be completed using music notation software. *Meets four hours per week. Prerequisite*: A grade of C or better in MUSC 202.

MUSC 310. Secondary Music Methods for the Music Specialist. **3 hrs.**
Contemporary concepts in teaching middle, junior, and high school level music. Survey of published curricula and designs for specific school situations, including introduction to multicultural materials, use of industry standard software, and organizational approaches for music educators. *Pre- or co-requisite*: EDUC 201. *Offered in alternate years.*

MUSC 321. History of Music I. **3 hrs.**
A study of the evolution of musical styles, forms, and genres from the plainchant of the early Middle Ages to the Baroque masterpieces of J.S. Bach. Emphasis on contributions of major composers in each historical era, with listening assignments, enhanced by CD ROM. *Prerequisite*: MUSC 202 or permission of the instructor.

MUSC 322. History of Music II. **3 hrs.**
Continuation of MUSC 321. A detailed study covering the period from the mid eighteenth century to the present. Major research project involving stylistic analysis of the works of a contemporary composer, requiring library, CD ROM and Internet resources. *Prerequisite*: Permission of the instructor.

MUSC 388, 488. Special Topics in Music. **1-3 hrs.**
Upper level courses in music history or music theory chosen to fulfill the needs of students pursuing the Bachelor of Arts degree. Among the composer and genre studies that have been offered are: Survey of Baroque Music; Survey of 20th Century Composers; Music and Society; Women in Music; Beethoven and the Instrumental Cycle; Ceremonial Music for the Russian and English Courts; Composer and Patron in Eighteenth Century Europe. *Prerequisite*: Permission of the instructor.

APPLIED MUSIC

Applied music study is based on a system of proficiency levels. Level descriptions are available in each area of applied music, found in the Music Department Handbook.

The minimum level requirements for graduation are Bachelor of Music Education: Level 8; Bachelor of Arts: Level 6 (except for students wishing to complete an emphasis in applied music, who must attain Level 10).

The minimum level requirement for a music minor is Level 4 in chosen area.

Although applied music requirements are stated in terms of specific proficiency levels, the schedule of normal advancement toward the desired goal may be measured in terms of semester hours of study.

Music majors normally earn credit in their chosen field of applied music at the rate of at least two semester hours each semester until their required achievement level is attained.

Students are accepted for applied study as faculty loads permit in the following order of priority: music majors, music minors, non-majors currently participating in a departmental ensemble, others.

MUSC	**151,**	**251,**	**351.**	**Baritone Horn, Tuba.**	**1-2 hrs.**
MUSC	**152,**	**252,**	**352.**	**Bassoon.**	**1-2 hrs.**
MUSC	**153,**	**253,**	**353.**	**Cello, String Bass.**	**1-2 hrs.**
MUSC	**154,**	**254,**	**354.**	**Clarinet.**	**1-2 hrs.**
MUSC	**155,**	**255,**	**355.**	**Cornet-Trumpet.**	**1-2 hrs.**
MUSC	**156,**	**256,**	**356.**	**Flute, Piccolo.**	**1-2 hrs.**
MUSC	**157,**	**257,**	**357.**	**French Horn.**	**1-2 hrs.**
MUSC	**158,**	**258,**	**358.**	**Guitar, Bass Guitar.**	**1-2 hrs.**
MUSC	**160,**	**260,**	**360.**	**Organ.**	**1-2 hrs.**
MUSC	**161,**	**261,**	**361.**	**Percussion.**	**1-2 hrs.**
MUSC	**162,**	**262,**	**362.**	**Piano.**	**1-2 hrs.**
MUSC	**163.**			**Piano Class.**	**1 hr.**
MUSC	**164,**	**264,**	**364.**	**Saxophone.**	**1-2 hrs.**
MUSC	**165,**	**265,**	**365.**	**Trombone.**	**1-2 hrs.**
MUSC	**167,**	**267,**	**367.**	**Voice.**	**1-2 hrs.**
MUSC	**182,**	**282,**	**382.**	**Violin, Viola.**	**1-2 hrs.**
MUSC	**376,**	**476.**		**Half Recital.**	**1 hr.**

Prerequisites: Proficiency Level 8; permission of the instructor.

MUSC 378, 478. Full Recital. 1 hr.

Prerequisites: Proficiency Level 10; permission of the instructor.

NURSING

PROFESSOR: Judith McKinney

ASSOCIATE PROFESSORS: Barbara Frye, Susan Leight, Shauna Popson, Janet Teachout-Withersty

CLINICAL INSTRUCTORS: Dianne Phillips, Bonnie Smith, Sharon Twentier

Wesleyan's nursing education program is designed to help students explore the pathways to the healing sciences and arts found in nursing. Students engage in a rigorous curriculum where qualified graduates are prepared to enter the profession as skilled practitioners who demonstrate critical thinking, effective communication and possess a foundation for graduate study in nursing. The program is approved by the West Virginia Board of Examiners for Registered Nurses (101 Dee Drive, Suite 102, Charleston, WV 25311- 1620; telephone 304-558-3596), and accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006; telephone 1-800-699-1656 ext. 153).

The professional nursing practice component of the program includes both didactic and clinical practice in a variety of settings in acute care and the community. The faculty reserves the right to exclude or remove from clinical practice any student who has demonstrated attitudes or behaviors incompatible with safe nursing practice. Nursing majors receive a Nursing Student Handbook which outlines departmental policies pertaining to admission, progression, retention and suitability among others. Students are responsible for their own transportation to clinical practice sites.

Because progression in the major requires careful coordination of academic study and future goals, students are encouraged to seek early advising from a member of the nursing faculty. Students anticipating graduate education are advised to complete a statistics course selected in consultation with a nursing advisor.

Graduates are eligible to make application to the State Board of Nursing for

licensure. Before candidates can be considered for licensure as a registered nurse they must report any conviction for a felony or misdemeanor to the licensing board. Students are advised to report any such conviction to the nursing department administrator and to the Board of Nursing upon entry into the nursing program.

ADMISSION

Freshmen are admitted to the College as nursing majors.

Admission to the Sophomore Professional Clinical component of the curriculum is based on:

1. the review of the nursing letter of intent to enroll in the professional clinical component
2. the achievement of a cumulative grade point of 2.75 or higher, and
3. the completion of BIOL 151 and 152 and NURS 101 and 110
4. the completion of the health form
5. evidence of current CPR certification; negative TB test and a criminal background evaluation

The Nursing Academic Standards and Review Committee examines the application materials of potential sophomore students to make an informed professional judgment about the academic and personal nature of the nursing candidates.

Admission with advanced standing

Applicants for admission with advanced placement in nursing will be assessed by the nursing Academic Standards and Review committee whose recommendations will guide the Admission and Registrar's offices. Advanced standing validated through standardized testing is available for Licensed Practical nurses. An estimate of the time required for completion of the Wesleyan program cannot be made until transcripts of previous academic work and course descriptions are submitted and evaluated.

PROGRAM

Students are required to maintain a cumulative 2.5 grade point average and earn a grade of C (2.0) or better in each nursing course and in each nursing support course before proceeding in the program. A course with an unsatisfactory grade may be repeated only once. Only one clinical nursing course may be repeated in the program.

TESTING

Students will be required to take nationally normed tests throughout the curriculum and to make a satisfactory score in order to progress. In the last semester of the curriculum, students will be required to take a comprehensive exam and to make a satisfactory score on the exam to graduate.

RESOURCES

Middleton Hall is well equipped and provides faculty offices, class and seminar rooms, and skills and audio-visual/computer laboratories for nursing students. Clinical laboratory experience is provided in a variety of settings, including small community hospitals, nursing homes, and large acute care institutions. Responding to trends in health care, health promotion is emphasized and a wide variety of community health agencies

are used. The health care institutions and agencies in Buckhannon, Clarksburg, and surrounding areas provide a broad spectrum of clinical learning experiences.

Requirements for Bachelor of Science in Nursing Degree

59 semester hours in nursing, including courses NURS 101, 110, 220, 222, 225, 240, 310, 320, 340, 350, 365, 420, 440, 450, 451L, 455; 29 hours of support courses, including BIOL 151, 152, 220; CHEM 105, 106, 107L, 108L; PHED 240; PSYC 235, 236.

This curriculum includes courses currently required by West Virginia Wesleyan College for all degrees.

Suggested Plan of Study

NURS 220, 222, 225, 240 prerequisites to all NURS 300 classes
NURS 310, 320, 340, 350 and 365 prerequisites to all NURS 400 classes

FIRST YEAR

Fall Semester	*Spring Semester*
NURS 101 Introduction to Prof. Nursing	NURS 110 Foundations of Prof. Nursing
MATH Mathematics/Statistics	INDS 120 Intro. to Humanities
ENGL 101 Composition I	ENGL 102 Composition II
PSYC 101 General Psychology	BIOL 152 Human Anatomy/Phys. II
BIOL 151 Human Anatomy & Physiology I	PSYC 236 Developmental Psyc. II
INDS 115 Freshman Seminar	

SECOND YEAR

Fall Semester	*Spring Semester*
NURS 220 Language & Principles of Nursing	NURS 240 Nursing Care: Common Health Problems
NURS 222 Health Assessment	BIOL 220 General Microbiology
CHEM 105 General Chemistry I	CHEM 106 General Chemistry II
CHEM 107L General Chemistry I Lab	CHEM 108L General Chemistry II Lab
COMM 211 Fundamentals of Oral Comm.	NURS 225 Pharmacology and Drug Therapy
PHED 240 Fundamentals of Human Nutrition	

THIRD YEAR

Fall Semester	*Spring Semester*
NURS 310 Family Nursing	NURS 350 Nursing Care of Children
NURS 320 Mental Health Nursing	NURS 340 Nursing Care: Multiple Health Problems
NURS 365 Research in Nursing	HIST History United States Cultural Studies
PSYC 235 Developmental Psychology I	

FOURTH YEAR

Fall Semester
NURS 440 Community Health Nursing
NURS 455 Life Threatening Health Prob.
PHIL Philosophy
RELG Religion

Spring Semester
NURS 420 Leadership and Client Care Management
NURS 450 Transition and Trends in Nursing
NURS 451L Transition and Trends in Nursing Laboratory
Fine Art
Literature
International Cultural Studies

NURS 101. Introduction to Professional Nursing. 1 hr.
An introduction to the historical development and social forces that have brought nursing to its current status. Exploration of the profession of nursing including the Wesleyan philosophy and curriculum. *Prerequisite:* Nursing major or permission of instructor.

NURS 110. Foundations of Professional Nursing. 1 hr.
An introduction to basic nursing knowledge organized around the concepts of human kind, environment, health, and nursing. *Prerequisite:* NURS 101 or permission of instructor.

NURS 220. Fundamentals of Nursing. 4 hrs.
Theory, 3 hrs.; Clinical Experience, 1 hr.
Development of novice knowledge and skills in the art and science of nursing. Examination of the nursing process, health needs, and professional roles. Psychomotor skills are introduced. *Prerequisites:* NURS 101, 110; BIOL 151, 152.

NURS 222. Health Assessment. 3 hrs.
Theory, 2 hrs.; Clinical Experience, 1 hr.
Emphasis is on the development of skills to complete a comprehensive health assessment. The nursing role of provider of care, incorporating advocate, counselor and teacher roles, is presented. Completing health history interviews and assessments and relating client data to anticipated normal findings and common deviations for each age group are emphasized. *Prerequisites:* NURS 101, 110; BIOL 151, 152.

NURS 225. Pharmacology and Drug Therapy. 3 hrs.
Introduction to general principles of pharmacology and drug therapy, with emphasis on major drug classifications. Principles of pharmacodynamics and cultural, legal and ethical issues relating to drug therapy are presented. *Prerequisites:* NURS 220, 222; BIOL 151, 152; CHEM 105, 107L. *Co-requisites:* CHEM 106, 108L. *Biology and Chemistry majors may enroll in this course with permission of instructor.*

NURS 240. Nursing Care: Common Health Problems. 5 hrs.
Theory, 3 hrs.; Clinical Experience, 2 hrs.
The application of the nursing process to clients experiencing common health problems with emphasis on adult health nursing. Experience in caring for adult clients in a variety of health care settings. *Prerequisites:* NURS 220, 222, or permission of instructor;; BIOL 151, 152; CHEM 105, 107L. *Co-requisites:* BIOL 220; CHEM 106, 108L.

NURS 310. Family Nursing. 5 hrs.
Theory, 3 hrs.; Clinical Experience, 2 hrs.
The application of the nursing process with childbearing clients experiencing normal and complicated conditions. Includes health promotion of the childbearing family in various settings. *Prerequisites*: All 200-level nursing courses and support courses.

NURS 320. Mental Health Nursing. **5 hrs.**
Theory, 3 hrs.; Clinical Experience, 2 hrs.
The use of therapeutic communication skills with clients experiencing psychological problems and disorders with emphasis on nursing care of clients with acute and chronic psychological problems across the life span. *Prerequisites*: All 200-level nursing courses and support courses except PSYC 235, which is co-requisite.

NURS 340. Nursing Care: Multiple Health Problems. **6 hrs.**
Theory, 4 hrs.; Clinical Experience, 2 hrs.
The application of the nursing process to clients experiencing multiple health problems, with emphasis on adult health nursing. Experience in caring for adult clients in a variety of health care settings. *Prerequisites*: All 200-level nursing courses.

NURS 350. Nursing Care of Children. **5 hrs.**
Theory, 3 hrs.; Clinical Experience, 2 hrs.
Emphasis is on the health care of children in various care settings using an amalgam of roles in helping the child/family meet their health care needs. *Prerequisites*: NURS 310, 320 and all support courses.

NURS 365. Research in Nursing. **3 hrs.**
An investigation of the research process as a scientific method of inquiry; application of quantitative and qualitative methods of nursing research to clinical practice. *Prerequisites*: All 200-level nursing courses and all support courses.

NURS 420. Leadership and Client Care Management. **6 hrs.**
Theory, 2 hrs.; Clinical Experience, 4 hrs.
Development of the management knowledge and skills essential for planning, directing, and evaluating client care in the health care environment. Leadership experiences occur in various settings. *Satisfies advanced composition requirement for general studies. Prerequisites*: All 300 level nursing courses.

NURS 440. Community Health Nursing. **5 hrs.**
Theory, 3 hrs.; Clinical Experience, 2 hrs.
A combination of public health science and nursing science to promote and maintain the health of the community. Clinical experiences are arranged in organized health agencies and communities. *Prerequisites*: All 300-level nursing courses and all support courses.

NURS 450. Transition and Trends in Nursing. **1 hr.**
Examines historical, ethical and legal aspects of nursing practice, contemporary issues and societal and professional trends in nursing and health care delivery. The areas are considered within the context of professional development and transition from student to practitioner. *Prerequisites:* NURS 440, 455, and all support courses.

NURS 451L. Transition and Trends in Nursing Laboratory. **1 hr.**
Laboratory exercises emphasize critical thinking and analysis of essential nursing content. Opportunity is provided for students to apply this information in answering questions that simulate the licensure examination. ***Successful completion of a standardized test is required to graduate.*** The laboratory is an integrated approach to the practice of nursing. This course is taken in the last semester prior to graduation. *Prerequisites*: All 100, 200, and 300 level nursing courses and 440, 455.

NURS 455. Nursing Care: Complex Health Problems. **5 hrs.**
Theory, 3 hrs.; Clinical Experience, 2 hrs.
The application of the nursing process with critically ill clients experiencing complex life- threatening health problems. Experience in caring for adult clients in a variety of health care settings. *Prerequisites*: All 300 level nursing courses.

PHILOSOPHY

PROFESSORS: Bernard Keating, Robert Hull

Philosophy -- literally "love of wisdom" -- engages the enduring questions of Western culture: What is Truth? What are our obligations to other people? What is Reality? How should we decide among different solutions to these problems? Raising and assessing critically influential answers to such questions is fundamental to all courses in philosophy. Philosophy courses help students develop their own perspectives on these topics while sharpening critical thinking skills. By reflecting on the reasons they and others have for thinking as they do philosophy students deepen their understanding of themselves while broadening their outlook on life. Courses in philosophy are particularly helpful for students whose professional life will demand strong analytical skills and will involve intense consideration of life's larger issues. Philosophy students often complement their coursework in philosophy with an additional major. Some career choices philosophy majors and minors pursue include law, medicine, theology, writing, and teaching. Additionally, some philosophy majors prepare for graduate work in philosophy.

Requirements for Major

26 semester hours, including PHIL 101, 111; 105 or 201; 260; 270; 340; 460; 6 hours of electives.

Requirements for Minor

18 semester hours, including PHIL 101, 111; 105 or 201; 230; 6 hours of electives.

PHIL 101. Philosophy and the Examined Life. **3 hrs.**
Critical thinking about basic philosophical questions through analysis of readings in the sciences, literature, and the arts.

PHIL 105. Critical Thinking. **3 hrs.**
A practical, cross-disciplinary introduction to handling evidence: how to uncover, analyze, and evaluate arguments, and why that is important. Emphasis upon asking critical questions and upon typical fallacies, elementary probability, patterns of valid inference, induction, abduction, hypothesis testing and the "ethics" of belief.

PHIL 111. History of Philosophy I: The Classical Age to Descartes. **3 hrs.**
Representative readings from the Classical age through the Medievals. *Prerequisite*: One course in philosophy.

PHIL 121. Philosophy of Religion. **3 hrs.**
Critical thinking about problems in natural theology, religious experience, faith and reason, theodicy, the soul, afterlife, and the significance of religious language.

PHIL 130. Environmental Ethics. **3 hrs.**
An introduction to ethics and to important issues in environmental ethics. Among the issues addressed are: What are our obligations to non-human animals? Do we have an obligation to preserve resources for future generations? In what respects, if any, is concern for the environment a feminist issue?

PHIL 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

PHIL 201. Logic. **3 hrs.**
An introduction to traditional syllogistic logic and to elements of modern symbolic logic with emphasis on improving the student's critical skills.

PHIL 211. Political Philosophy. **3 hrs.**
The philosophical study of the nature and good of politics. *May be credited toward a major or minor in political science. Prerequisite*: One course in philosophy.

PHIL 230. Ethics. **3 hrs.**
The philosophical study of such topics as the nature of obligation, character, practical reason, and the good for persons.

PHIL 260. History of Philosophy II: Descartes to Nietzsche. **3 hrs.**
Representative readings from Continental Rationalism, British Empiricism, and the Nineteenth Century. *Prerequisite:* One course in philosophy.

PHIL 270. History of Philosophy III: Twentieth Century Thought. **3 hrs.**
Representative readings from 1900 to the present. *Prerequisite*: One course in philosophy.

PHIL 340. Metaphysics and Epistemology. **3 hrs.**
Advanced course in problems in the theory of knowledge and metaphysics. *Prerequisites*: PHIL 105 or 201 and 260.

PHIL 460. Senior Essay. **2 hrs.**
Directed by departmental instructors, the student will write a philosophy paper and defend it before faculty and students. *Satisfies advanced composition requirement for general studies. Prerequisite*: Philosophy major.

PHILOSOPHY AND RELIGION

Faculty in philosophy and religion offer an interdisciplinary major for students who have definite pre-theological plans.

Requirements for Major

36 semester hours approved by the student's faculty advisor, including a minimum of 12 semester hours from each discipline. Recommendations as to specific courses to be taken, depending on the student's interests and qualifications, include RELG 210 and 221; PHIL 111 and 201.

PHYSICAL EDUCATION AND HEALTH

See EXERCISE SCIENCE for information on Physical Education program, page 84.

PHYSICAL SCIENCES

PHSC 110. Physical Science for Teachers. **3 hrs.**
A multidisciplinary introduction to the physical sciences for elementary education majors. Contains units on astronomy, chemistry, and geology. Lecture and laboratory.

PHSC 127. Geology. **3 hrs.**
An introduction to the scientific study of the natural aspects of the earth, including the geophysical processes that shape the earth, the structure and formation of rocks and minerals, and erosion and weathering. Lecture and laboratory.

PHYSICS AND ENGINEERING

PROFESSORS: G. Albert Popson, Joseph Wiest

The Department of Physics and Engineering offers the B.S. and B.A. in Physics.

The B.S. in Physics prepares students for employment in government or industry labs and for graduate work in physics or a related field. The B.A. in Physics is designed for students with interdisciplinary interests, especially when combined with a second major. The B.A. in Physics is also designed for students who plan to teach physics in high school.

Wesleyan's Engineering-3/2-Option B.A. in Physics program prepares students for degrees in engineering. By taking part in this program, a student can earn two degrees in a total of about five years. One of these degrees is a B.A. in Physics from Wesleyan and the other is either an M.S. in Engineering from the University of Virginia or a B.S. in Engineering from West Virginia University. The 3/2-Option enables students to start with a solid foundation for engineering with Wesleyan's smaller classes and labs.

Students in the 3/2-Option finish their work at Wesleyan in three years. Students transfer to study engineering at the chosen university at the beginning of their fourth year. The fourth-year coursework transfers back to Wesleyan to fill the missing hours for the Wesleyan degree. Six hours of general studies may be transferred to Wesleyan from the engineering university. The student returns to the university for a fifth year of study to complete the engineering degree. Students may select from the following fields: Mechanical Engineering, Civil Engineering, Electrical Engineering, Aerospace Engineering, Chemical Engineering, Materials Science, Biomedical Engineering, Computer Engineering, and Systems Engineering.

Requirements for Physics Major, Bachelor of Science Degree

67 semester hours, including PHYS 161, 162, 210, 211L, 220, 221L, 250, 251L, 305L, 310, 320, 321L, 330, 331L, 340, 342, 360, 497, 498; CHEM 161, 163L; CSCI 230; MATH 161, 162, 223, 230, 301.

Requirements for Physics Major, Bachelor of Arts Degree

46 semester hours, including PHYS 161, 162, 210, 211L, 220, 221L, 250, 251L, 310, 330, 331L, 360, 497, 498; MATH 161, 162, 223, 230. PHYS 151, 152 may be substituted for PHYS 161, 162.

Requirements for Physics Major, Engineering-3/2-Option Bachelor of Arts Degree

58 semester hours, including PHYS 145, 146, 161, 162, 210, 211L, 250, 251L, 309, 310, 311, 340, 345L, 350, 360; MATH 161, 162, 223, 230; CHEM 161, 163L; CSCI 230. Six credits of Wesleyan's general studies requirements may be transferred from the engineering university.

Requirements for Physics Minor

16 semester hours of physics from the above list of courses applicable to the B.A. in physics. PHYS 151, 152 may be substituted for PHYS 161, 162.

PHYS 103. Discovering Physics as a Liberal Art. **3 hrs.**
A liberal arts course in physics intended for non-scientists. The course presents physics as a human endeavor underlying the major technological advancements of the twentieth century. Topics include the scientific method, motion, energy, heat, light, relativity, the atom, fission and fusion. No prior knowledge of physics is assumed, and one credit of high school algebra is required. Lecture and laboratory.

PHYS 131. Astronomy I. **3 hrs.**
A study of the structure and origin of the solar system including historical views, comparing the planets and their satellites, and solar system formation. Lecture and laboratory.

PHYS 132. Astronomy II. **3 hrs.**
A study of the sun, the life and death of a star, the interstellar medium, galaxies, and both the past and future of the universe. Lecture and laboratory.

PHYS 145. Engineering Design I. **1 hr.**
Departmental resources, teamwork, problem solving techniques.

PHYS 146. Engineering Design II. **1 hr.**
A continuation of PHYS 145.

PHYS 151. General Physics I. **4 hrs.**
An introductory course in mechanics and heat. Lecture and laboratory. *Prerequisite*: Official math placement or permission of instructor.

PHYS 152. General Physics II. **4 hrs.**
An introductory course in sound, electricity, magnetism, light and modern physics. Lecture and laboratory. *Prerequisite*: Official math placement or permission of instructor.

PHYS 161. General Physics I with Calculus. **4 hrs.**
A calculus-based introductory course in mechanics and heat. Lecture and laboratory. *Pre- or co-requisite*: MATH 161.

PHYS 162. General Physics II with Calculus. **4 hrs.**
A calculus-based introductory course in sound, electricity, magnetism, light and modern physics. Lecture and laboratory. *Pre- or co-requisite*: MATH 161.

PHYS 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

PHYS 210. Light and Atomic Physics. **3 hrs.**
Kinetic theory, charged subatomic particles, atomic interactions with radiation, photon mechanics, relativity, Bohr theory, quantum mechanics. *Prerequisites*: MATH 161; PHYS 152 or 162. *Co-requisite*: PHYS 211L.

PHYS 211L. Light and Atomic Physics Laboratory. **1 hr.**
Experiments in physical optics, atomic absorption and emission of light, microwaves, the ratio of electronic charge to mass, x-rays and crystal structure, nuclear magnetic resonance. *Co-requisite*: PHYS 210.

PHYS 220. Nuclear Physics. **3 hrs.**
Particle accelerators, detection of charged particles, the neutron, nuclear stability, nuclear reactions, nuclear forces, the shell model, beta decay, particle physics. *Prerequisite*: PHYS 210. *Co-requisite*: PHYS 221L.

PHYS 221L. Nuclear Physics Laboratory. **1 hr.**
Experiments in detecting charged particles, neutrons, and gamma rays. Counting statistics, radiation shielding, stopping power, scintillation counters, semiconductor detectors, the multichannel analyzer, time-of-light techniques, analysis of bubble chamber photographs, detection electronics. *Co-requisite*: PHYS 220.

PHYS 250. Electronics. **3 hrs.**
DC and AC circuits. Semiconductor devices, rectifiers, amplifiers, and oscillators. *Prerequisites*: MATH 161; PHYS 152 or 162. *Co-requisite*: PHYS 251L.

PHYS 251L. Electronics Lab. **1 hr.**
Multimeters, oscilloscopes, Thevenin's theorem, Fourier analysis, Lissajous figures, timing circuits, transient and steady-state responses, transducers, diodes, transistors, and operational amplifiers. *Co-requisite*: PHYS 250.

PHYS 260. Digital Electronics. **3 hrs.**
Representation of digital information, logic networks, integrated circuit technology, multiplexing, microprocessors. *Prerequisites*: PHYS 151 or 161. *Co-requisite*: PHYS 261L.

PHYS 261L. Digital Electronics Lab. **1 hr.**
Logic circuits, number systems, adders, Boolean algebra, comparators, multiplexers, multivibrators, memories, shift registers, and analog-to-digital conversion. *Co-requisite*: PHYS 260.

PHYS 305L. Electro-Optics Laboratory. **1 hr.**
Experiments in modern optics involving electromagnetic theory, including the Kerr effect, electron beam optics, fiber-optic wave guides, the monochromator, the ruby laser, nonlinear optics, the nitrogen laser, the tunable dye laser, and atomic excitation using lasers. *Prerequisite*: PHYS 210.

PHYS 309. Engineering Mechanics. **3 hrs.**
Moments, couples, equivalent force systems, distributed force systems, free-body diagrams, equilibrium, static indeterminacy, friction, application of forces to engineering systems. *Prerequisites*: MATH 161; PHYS 152 or 162.

PHYS 310. Analytical Mechanics. **3 hrs.**
Newtonian mechanics, linear oscillations, Langrangian and Hamiltonian dynamics, central forces, dynamics of rigid objects. *Prerequisites*: MATH 162; PHYS 151 or 161; PHYS 152 or 162.

PHYS 311. Mechanics of Materials. **3 hrs.**
Stress, strain, torsion, bending, shear, pressure vessels, deflection of beams and shafts, buckling, energy methods. *Prerequisites*: MATH 162; PHYS 151 or 161; PHYS 152 or 162.

PHYS 320. Materials Science. **3 hrs.**
Crystal structure and defects, stress and strain, theories of hardness and fracture, metallurgy. *Prerequisites*: PHYS 152 or 162; MATH 161. *Co-requisite*: PHYS 321L.

PHYS 321L. Materials Science Laboratory. **1 hr.**
Crystal structure, Young's modulus, shear modulus, polymers, elastomers, visible spectrophotometry, porosity, phase diagrams, viscosity, heat treatment. *Co-requisite*: PHYS 320.

PHYS 330. Solid State Physics. **3 hrs.**
Thermal, optical, and electronic properties of solids. Metals, insulators, and semiconductors. Magnetic resonance and superconductivity. *Prerequisites*: PHYS 152 or 162; MATH 162. *Co-requisite*: PHYS 331L.

PHYS 331L. Solid State Physics Laboratory. **1 hr.**
Impurities in semiconductors, x-ray spectrometry, the Hall effect, magnetic resonance, electron spin resonance, hysteresis, superconductivity. *Co-requisite*: PHYS 330.

PHYS 340. Engineering Thermodynamics. **3 hrs.**
The first and second laws of thermodynamics, reversible processes, PVT diagrams, non-ideal gases, enthalpy, entropy, heat engines, heat pumps, the Carnot cycle, efficiency, Maxwell's relations, heat flow, thermodynamic systems. *Prerequisites*: MATH 161; PHYS 151 or 161.

PHYS 342. Quantum Mechanics. **3 hrs.**
Solutions to the Schroedinger equation, the Heisenberg uncertainty principle, step potentials, tunneling, potential wells, harmonic oscillators, the hydrogen atom, approximation methods. *Prerequisites*: MATH 162; PHYS 151 or 161; PHYS 152 or 162.

PHYS 345L. Engineering Measurements Laboratory. **1 hr.**
Heat engines, the internal combustion engine, oscillations, fluid analysis, wind tunnels, strain gauges. *Prerequisite*: PHYS 340. *Co-requisite*: PHYS 350.

PHYS 350. Fluid Mechanics. **3 hrs.**
The Bernoulli equation, momentum equations, potential flows, viscosity, streamlines, supersonic flow, open channels, turbo machines, the Navier-Stokes equation. *Prerequisites*: MATH 162; PHYS 151 or 161; PHYS 152 or 162.

PHYS 360. Electromagnetic Theory. **3 hrs.**
Vector analysis of electric and magnetic fields, Laplace's equation in spherical and cylindrical coordinates, electrostatic images, polarization, dielectrics, electrostatic and magnetic energy, electric current, Biot-Savart law, electromagnetic induction, Kirchhoff's laws, Maxwell's equations, electromagnetic waves. *Prerequisites*: PHYS 151 or 161; PHYS 152 or 162; *Pre- or Co-requisite:* MATH 230.

PHYS 497. Research Seminar I. **1 hr.**
A study of the writing style for a scientific research paper. Researching scientific journals. Students will write a research paper based on a literature search. *In combination with PHYS 498, this course satisfies the advanced composition requirement for general studies. Prerequisite*: Major in physics.

PHYS 498. Research Seminar II. **1 hr.**
Continuation of PHYS 497. Students will conduct experimental research and present results in a research paper and an oral presentation. *In combination with PHYS 497, this course satisfies the advanced composition requirement for general studies. Prerequisite*: PHYS 497.

POLITICAL SCIENCE

PROFESSOR: Robert Rupp
ASSOCIATE PROFESSOR: Kwame Agyenim-Boateng
ASSISTANT PROFESSOR: Michael Bobic

The undergraduate degree in political science provides a suitable foundation for the student who wishes to obtain an advanced degree in political science, public administration, professional studies and other disciplines within the social sciences. The pursuit of a future degree in law is another frequent goal of the undergraduate major.

The degree in political science can lead to employment opportunities in government service on all levels, including the diplomatic service; in research organizations; in social advocacy and lobbying programs; in journalism and specialized writing and editing; in full-time professional campaign organizations; as well as to the holding of elective or appointive office.

Requirements for Major

34 semester hours, including POLS 101, 120; 202 or 305; 210 or 220; 331 or 332; one course from: 225, 232, 345, 347, or 353; one course from: 240, 320, 325, or 350; 6 hours of electives (including one 3-hour elective at the 300 level or above); 345, 497 and 498.

Requirements for Minor

15 semester hours, including POLS 101, 120 and at least one 300-level elective.

POLS 101. American National Government. **3 hrs.**
An introductory study of the development, powers, organizations, and processes of American national government, focusing on the structures and functions of the institution, political parties and interest groups, and citizen participation in these structures.

POLS 120. Introduction to Political Science. **3 hrs.**
A general introduction to the study of the sub-fields of political science, governments and nations, and the fundamental concepts, ideas, and issues in world politics, including the role of the United Nations and international law.

POLS 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

POLS 202. State and Local Government. **3 hrs.**
A study of local-state-federal relations, relations among states, and the structure and functions of state and local governmental institutions, organizations, and processes.

POLS 210 (also HIST 210). Parties and Elections. **3 hrs.**
A survey of the role of political parties and elections in the modern American political system. The course focuses on the formation of political beliefs, the development of political parties, and trends in recent electioneering practices.

POLS 220. The American Presidency. **3 hrs.**
An examination of the American presidency and those individuals and forces which shaped its evolution. The course will examine how the power and roles of the American president reflect and affect American society and values.

POLS 225. Model United Nations. **3 hrs.**
A brief history of the formation of the United Nations; discussions of the six principal organs and some of the other bodies of the United Nations system and their functions. The major part of the course focuses on the preparation of students to participate as delegates in a model United Nations General Assembly or Security Council meeting and/or any of its committees or commissions. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

POLS 230. Gender and Politics. **3 hrs.**
An in-depth examination of the scholarship on gender and political leaders and political participants, as well as an assessment of contemporary policy concerns that involve gender. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

POLS 232. International Relations. **3 hrs.**
Theory of international relations; basic factors affecting the position and policies of states, such as geography and demography; nationalism; imperialism; technological and economic factors; conflicting ideologies; instruments of foreign policy, such as diplomacy, propaganda, military power and economic and military assistance; international law and international organization.

POLS 240. African Politics. **3 hrs.**
A study of the ancient and recent evolution and current political environment of African nations. Examination of both historical processes of political change and development and contemporary political institutions, practices, and policies. Attention to colonial era, nationalism, post-independence states and their intergovernmental relations. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

POLS 305. West Virginia Politics. **3 hrs.**
An intensive study of the governmental and political institutions and processes of West Virginia. Emphasis on the functions and interrelations of the branches of government, political parties and interest groups, and the state-local relationship.

POLS 315. Constitutional Law. **3 hrs.**
A course in the legal principles of the Constitution of the United States as interpreted by the courts. The case method is used.

POLS 320. Comparative Developed States. **3 hrs.**
A comparative examination of government and politics in selected countries and areas which are generally considered to have high levels of political and economic development, such as the United Kingdom, France, Germany, and Japan.

POLS 325. Comparative Developing States. **3 hrs.**
A comparative examination of the institutions and processes of government and society in selected developing countries and areas, such as India, the Middle East, Southeast Asia, Africa and Latin America. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

POLS 328. Environmental Law and Politics. **3 hrs.**
This course traces the development of environmental politics and law in the United States and provides an in-depth examination and analysis of current issues and problems in U.S. environmental politics and law.

POLS 331. Classical Political Theory. **3 hrs.**
Reading, discussion and analysis of selected political and social theories from the Greeks to the Renaissance.

POLS 332. Modern Political Theory. **3 hrs.**
Continuation of POLS 331, covering the modern period.

POLS 333. American Foreign Policy (also HST 333). **3 hrs.**
A study of the formulation and execution of American foreign policy utilizing case studies of decision making.

POLS/SOCI 345. Research Methods in the Social Sciences. **3 hrs.**
A course focusing on scientific investigation and the design of program and practice research in the field of social science, with attention to the use of both qualitative and quantitative methods, the appropriate use of statistics, and a working knowledge of selected computer programs. *Prerequisites*: Political Science major; sophomore standing; POLS 101, or 120.

POLS 347. Human Rights. **3 hrs.**
The concept of human rights and its practice in various nation-states. Particular attention is given to prevailing concepts, institutions, problems, laws, and norms for the promotion and protection of human rights in the world today, including the rights of indigenous people, women and children.

POLS 350. Contemporary International Issues. **3 hrs.**
Analysis of current international events. Exploration of contemporary conflicts and other international events and issues with political implications.

POLS 353. International Law. **3 hrs.**
The nature and development of international law and compliance with it. Particular attention to the function of international law in the context of international conflict.

POLS 497. Senior Seminar. **3 hrs.**
Advanced readings, discussion, and use of primary and secondary materials to write and present orally a major research paper. Methods will include the use of numeric data, speeches, and official government records. *Satisfies advanced composition requirement for general studies. Prerequisite: Senior political science major or permission of instructor.*

POLS 498. Senior Comprehensive Examination. **1 hr.**
Review and written and/or oral examination covering several areas in the discipline of political science.

PSYCHOLOGY

PROFESSOR: Richard Calef
ASSOCIATE PROFESSORS: Ruth Calef, Katherine Glenney
ASSISTANT PROFESSOR: Vennessa Walker
INSTRUCTOR: Michael Kuba

It is the purpose of this program to aid students in understanding themselves and others through the perspective of scientific study in psychology. It provides basic mastery of content appropriate to the undergraduate level and a thorough grounding in the scientific method.

Requirements for Major

Track I (for majors who seek a solid foundation in psychology and want to work in human services or pursue a graduate degree in fields such as social work, rehabilitation, and related areas) 34 semester hours, including PSYC 101, 209, 211, 220, 225, 235, 236, 245, 302,330, 451, 452.

Track II (for students who seek a thorough foundation in the discipline as preparation for a psychology graduate or other professional study) 38 semester hours, including PSYC 101, 209, 215, 230, 245, 301, 302, 304, 320, 330, 340, 397, 497. *Students must earn a 3.0 cumulative grade point average in PSYC 101, 215, and 230 to continue in the Psychology major.*

Requirements for Minor in Psychology

15 semester hours, including PSYC 101.

PSYC 101. General Psychology. **3 hrs.**
A survey of basic concepts in psychology including physiological mechanisms, learning, personality, abnormal behavior and psychotherapy, development, social processes and intelligence.

PSYC 126. Addictions and Recoveries. **3 hrs.**
Exploration of addictive substances and addictive behaviors and their impact on the individual, the family and society. Includes signs and symptoms, assessment, treatment, and recovery processes. *Prerequisite*: PSYC 101.

PSYC 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

PSYC 205. Business and Industrial Psychology. **3 hrs.**
Designed to help students understand, appreciate and apply basic behavioral theories and principles relevant to human behavior in business and industrial settings. Appropriate for students in business and may be credited as a business elective where applicable. *Prerequisite*: PSYC 101.

PSYC 209. Behavior Modification. **3 hrs.**
The application of the learning and motivation principles of Skinner, Pavlov, Hull and Wolpe to abnormal psychology, mental retardation, education, industry and life in general. Beneficial to people who wish to pursue some avenue of counseling, or plan to

work in hospitals or clinics. *Prerequisite*: PSYC 101.

PSYC 211. Psychological Experimentation. **3 hrs.**
An introduction to methodology in psychological experimentation. Students will gain experience in conducting a research project and presenting results of their study. *Prerequisites*: PSYC 101, 209.

PSYC 215. Advanced Experimental Psychology. **4 hrs.**
An introduction to experimental methods in psychology emphasizing practice in formulating and investigating research problems, applying scientific method in a laboratory setting and developing skill in presenting scientific reports. Experience in literature review and application of the computer to research data. *Prerequisites*: PSYC 209, 230.

PSYC 220. Interviewing and Counseling Processes. **3 hrs.**
An introduction to counseling and human services featuring interviewing, interpersonal effectiveness skills in the environment of social services, stress management skills, and ethical issues. *Prerequisite*: PSYC 101.

PSYC 225. Introductory Statistics for Social Sciences. **3 hrs.**
An introduction to commonly encountered statistical concepts and techniques, with an emphasis on practical application and interpretation. Includes descriptive and inferential statistics needed to address problems frequently found in a variety of work settings and use of computer applications for solution of such problems. *Prerequisite*: PSYC 101. *Students may not receive credit for both PSYC 225 and MATH 115.*

PSYC 230. Statistics and Methodology in the Behavioral Sciences. **4 hrs.**
Components of research design, scales of measurement, descriptive statistics, probability, and inferential statistics with emphasis on relating statistical techniques to general strategies of research in the social sciences. Includes a computer laboratory. *Prerequisite*: PSYC 101.

PSYC 235. Developmental Psychology I. **3 hrs.**
A chronological survey of major developmental issues and tasks from conception through middle childhood. Application of theory and research to issues confronted by health and human services practitioners, educators, and parents. *Prerequisite*: PSYC 101.

PSYC 236. Developmental Psychology II. **3 hrs.**
A chronological survey of major developmental issues and tasks from adolescence to death. Application of theory and research to issues confronted by health and human services practitioners and by the children of aging parents. *Prerequisite*: PSYC 101.

PSYC 240L. Laboratory in Developmental Psychology I. **1-2 hrs.**
Students work with children individually and in groups at the Child Development Center, planning and implementing age-appropriate activities under supervision of the director of the Center. *Pre- or co-requisite*: PSYC 235.

PSYC 245. Theories of Personality and Psychotherapy. **3 hrs.**
A survey of major contemporary theoretical approaches to understanding personality. Applications of and research to support each theory are presented in readings and demonstrations. The course may be of interest to students who are considering careers in clinical, counseling or school psychology, psychiatry, social work, guidance, or pastoral counseling. *Prerequisite*: PSYC 101.

PSYC 255. Laboratory in Psychological Experimentation I. **2 hrs.**
Directed participation in experimental procedures including literature review and experiment preparation. *Prerequisite*: PSYC 101.

PSYC 256. Laboratory in Psychological Experimentation II. **2 hrs.**
Participation in experimental project, including experience with data compilation, preparation of abstracts and oral presentation of results. *Prerequisite*: PSYC 101.

PSYC 260. Field Experience: Working with the Elderly. **1 hr.**
Students work with the elderly individually and in groups in a hospital nursing care setting or similar work site, planning and implementing appropriate activities under the supervision of the director/staff of the nursing care facility. *Pre- or co-requisite*: PSYC 236.

PSYC 301. Social Psychology. **3 hrs.**
A survey of theory and research regarding social influences on individual behavior and the application of these findings to selected social issues. Lectures and discussion. *Prerequisite*: PSYC 101.

PSYC 302. Careers and Graduate School Preparation in Psychology **1 hr.**
The purpose of this course is to raise student awareness of various careers available in the field of psychology and how to prepare for applying to graduate school. This course is designed for majors to be taken during junior year. The major format of this class is group discussion. *Prerequisite*: Completion of 9 hours in psychology.

PSYC 304. Learning and Behavior Analysis. **4 hrs.**
A survey of the concepts, research methods and principles of learning and behavior analysis, with a primary focus on contemporary investigations of human and animal learning. Historical antecedents of principles, theories and methods are reviewed insofar as they are important to the understanding of contemporary issues. Includes laboratory exercises and use of computer for data analysis. *Prerequisite*: PSYC 101, junior or senior standing.

PSYC 320. Abnormal Psychology. **3 hrs.**
A broad overview of the various types or classifications of "abnormal" behavior according to the DSM system. Also discussed will be the application of theory and research to issues confronted by social service providers, educators, and parents. *Prerequisite*: PSYC 101.

PSYC 330. Psychological Tests and Measurements. **3 hrs.**
Psychometric properties of tests; theoretical background and practical application of some of the most commonly used psychological tests of intelligence and personality. *Prerequisites*: PSYC 225 or 230 and junior or senior standing.

PSYC 340. Biological Psychology. **3 hrs.**
Structure and function of the nervous, sensory and muscular systems; their roles in emotion, motivation, learning and behavioral disorders; regulatory mechanisms and effects of drugs and environmental agents on functioning. *Prerequisite*: PSYC 101.

PSYC 343. Psychopathology of Childhood. **3 hrs.**
A broad overview of the different types or classifications of "abnormal" behavior occurring in childhood according to the Diagnostic and Statistical Manual of Mental Disorders system. Also discussed will be the application of theory and research to issues confronted by social service providers, educators, and parents. *Prerequisite*: PSYC 101.

PSYC 397. Thesis in Psychology. **2 hrs.**
Students will gain experience in reviewing the literature on a specific research topic in experimental psychology and designing an experiment based on the previous research. *In combination with PSYC 497, satisfies advanced composition requirement for general studies. Prerequisite*: PSYC 215. *This class is taken during the junior or senior year.*

PSYC 451. Practicum in Psychology I. **3 hrs.**
Practical internship experience in a supervised clinical setting, including planning and delivery of services, documentation and presentation of outcome. Supervised by psychology department faculty and field supervisors at practicum site. Campus and off-campus placements available; learning objectives and activities drawn from previous

course content. *In combination with PSYC 452, satisfies advanced composition requirement for general studies. Prerequisites*: PSYC 209; 211 or 215; 220, 225, 245; senior status or permission of instructor.

PSYC 452. Practicum in Psychology II. **3 hrs.**
Continuation of PSYC 451. *In combination with PSYC 451, satisfies advanced composition requirement for general studies. Prerequisite*: PSYC 451.

PSYC 497. Thesis in Psychology II. **3 hrs.**
Continuation of PSYC 397. Students are given the experience of conducting laboratory research on topic reviewed in PSYC 397, analyzing the data and using APA standards in writing the lab report associated with the experiment. Students will also be required to present an oral defense of their research project. *In combination with PSYC 397, satisfies advanced composition requirement for general studies. Prerequisite*: PSYC 397.

PUBLIC RELATIONS

See Communication for description of major program.

RELIGION

PROFESSOR EMERITUS: Kenneth Welliver
ASSOCIATE PROFESSOR: Vicki Phillips
ASSISTANT PROFESSOR: J. Sage Elwell

The study of religion is a study of traditions, commitments and some of the most important human questions. It encompasses scriptural foundations, historical development, theological reflection and social-cultural expression. In keeping with the tradition of the College, the study of Christianity receives particular attention, but attention is also given to other religions in the global community.

The major or minor is appropriate for persons preparing for further theological study and church-related vocations. It also recommends itself to students interested in pursuing studies which emphasize questions of meaning and mystery in human experience and which encourage the development of historical perspective and the critical habit of mind characteristic of the humanities.

Students in religion are encouraged to consider the study of New Testament Greek or other languages.

Requirements for Major

26 semester hours beyond REGL 110, including RELG 205; either 221 or 222; one course selected from 210, 212, 214, and 305; either 240 or 245; either 330 or 335; 498; 9 hours of electives. Students anticipating a major should elect RELG 101, 110, or 221 as their initial course. Seniors must complete a comprehensive examination.

Requirements for Minor

15 semester hours.

RELG 101. Introduction to the Bible. **3 hrs.**
An introductory study of the Biblical literature, its origin in the Jewish and Christian communities, and the literary and cultural developments involved in its emergence as the norm of faith for those communities.

RELG 110. Introduction to Religion. **3 hrs.**
An introduction to religious questions of basic belief, behavior, and value commitment, and to religious dialogue in the plural world community.

RELG 115. Christian Ethics. **3 hrs.**
Ethical issues in the Christian tradition, with attention to the sources of the tradition and to various moral theories; application to cases in both personal conduct and in society.

RELG 120. Religion in America. **3 hrs.**
An introduction to the history of religion in America through the study of selected readings on the meaning of the American experience.

RELG 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

RELG 205. The Christian Tradition. **3 hrs.**
A study of ideas and movements in Christianity; selected thinkers in the early, medieval and reformation periods; Catholic and Reformation thought in the modern world.

RELG 208. United Methodist Heritage. **3 hrs.**
A solid historical orientation on the development of The United Methodist Church, its roots and constituent parts. *Prerequisite*: One course in religion.

RELG 210. Basic Christian Faith. **3 hrs.**
An introductory study of basic elements of Christian theology. Emphasis is placed on the situation and interpretation of the Christian faith in the modern world.

RELG 212. Issues in Feminist Theology. **3 hrs.**
An introduction to recent studies in theology that will focus on the significance of the Gospel as read in the context of American women's experience. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

RELG 214. Issues in Environmental Theology. **3 hrs.**
A study of issues related to environmental theology, such as ecological responsibility, humankind's place in creation, God's love, Christology, and the suffering of creation and hope of new creation.

RELG 221. Old Testament Studies I. **3 hrs.**
The religion of Israel in historical perspective during the pre-exilic period, with emphasis upon the prophets.

RELG 222. Old Testament Studies II. **3 hrs.**
Selected groups of Old Testament writings--prophets, psalms, wisdom and apocalyptic literature--beginning at the time of the exile.

RELG 240. Judaism and Islam. **3 hrs.**
A historical study of Judaism and Islam against the background of other Near Eastern religions, such as Zoroastrianism and Christianity; consideration of current expressions of faith and practice. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

RELG 245. Hinduism and Buddhism. **3 hrs.**
A historical study of the faith and practice of Hinduism and Buddhism, with consideration of other Asian religious traditions alongside which these have developed. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

RELG 305. Modern Christian Thought. **3 hrs.**
An introduction to contemporary Christian thinkers, theological questions and movements. *Prerequisite*: One course in religion.

RELG 310. Major Religious Thinkers. **3 hrs.**
A study of the history of religious thought through representative individuals or periods of historical importance. *Prerequisite*: One course in religion.

RELG 330. Jesus in the Gospels. **3 hrs.**
The mission and message of Jesus as presented in the Synoptic Gospels; methods of interpretation.

RELG 335. Paul and the Early Church. **3 hrs.**
A study of early Christian literature, with special focus on the Pauline letters.

RELG 498. Senior Thesis in Religion. **2 hrs.**
This 2 credit course, along with an oral examination of course work in the major, serves as a capstone for the Religion major. Students will research, write, and present a 25-page research paper on an issue in the study of religion. Students will formally propose a topic, provide an annotated bibliography, and examine disciplinary models in the study of religion. The student must complete 2 drafts of the paper before submitting a final version to the supervising professor. One draft will be subject to peer review; one will be reviewed by the professor. *This course satisfies the advanced composition requirement for General Studies.*

SOCIOLOGY

ASSISTANT PROFESSORS: Karen Miller, Courtney Ross
LECTURER: Amelia Clark

Sociology is the study of social life, social change, culture, and social structure. We investigate groups, organizations, cultures, and societies. The major reflects the goals of West Virginia Wesleyan College with emphasis on critical appreciation for ideas and values, contemporary -- and indeed future -- culture, and for humankind's expanded ability to understand, interact within and shape society. Sociology graduates will appreciate and gain analytic expertise with ethnic, racial, philosophic, cultural, linguistic, religious, and geographic diversity.

The sociology program addresses these goals by offering students experiences with: 1. being agents of social and political change; 2. community building techniques; 3. organizational, public policy, and social justice assessment and evaluation; and 4. cross-cultural -- often international -- immersion. The many opportunities available to sociology graduates include public policy analysis; non-profit program management, assessment, and coordination; program work in non-governmental organizations; as well as public administration, social work, and other public sector careers. The program's foci of civic engagement, social justice, and global change through applied social science prepares our students well for either immediate employment or graduate school.

Requirements for Sociology Major

39 semester hours, including SOCI 101; 110 or 112; 243 or 245; SOCI 345, 355, 410, 420; one course selected from SOCI 145, 239, or 240; one course selected from SOCI 220, 221, or 248; two courses selected from SOCI 305, 306, 307, or 308; six hours selected from a departmentally approved list of courses outside Sociology.

Requirements for Sociology Minor

15 semester hours, including SOCI 101; one course selected from SOCI 220, 221, or 248; one course selected from SOCI 243 or 245; two courses selected from SOCI 305, 306, 307 or 308.

SOCI 101. Introduction to Sociology. **3 hrs.**
Introduction to the sociological perspective, the traditions, concepts and methods of social inquiry. Examination of society's highly structured organizational and institutional life; the dynamic relationship between person, role and social structure; collective behavior, socialization, culture, conflict and change. The value of human freedom and the structures that restrict it.

SOCI 110. Introduction to Anthropology. **3 hrs.**
An investigation into human differences and similarities through time and space and an examination of the interaction of biological, cultural and ecological factors in the development of humans and their extremely diverse life styles. Archaeology, linguistics, physical anthropology and cultural anthropology are introduced together with topics such as marriage, kinship, economic systems, political organization, subsistence systems, technology, religions and cultural change.

SOCI 112. Human Origins. **3 hrs.**
Examines the origin and evolution of humans through the perspective of two subfields of anthropology, physical anthropology and archaeology. Focuses on the biological evolution of the human species with reference to the fossil record of Pliocene and Pleistocene man. Archaeology of early man and their relationship to biological evolution, the natural environment, and other primates, living and extinct.

SOCI 145. Criminology. **3 hrs.**
A study of the types and causes of crime, methods of prevention, punishment and rehabilitation, and the administration of criminal justice. Includes a special section on rural crime.

SOCI 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

SOCI 210. Appalachian Studies. **3 hrs.**
A study of a rural region that includes discussion of the role of coal in the life of the region, poverty, community life, migration, folk arts and crafts, and social change. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

SOCI 220. Gender, Work, and Family. **3 hrs.**
A study of the contemporary institution of the family. This course studies diverse family patterns, structures, and functions, with emphasis on the nexus of family, work and gender. *This course satisfies the United States Cultural Studies requirement for the General Studies Curriculum.*

SOCI 221. Popular Culture. **3 hrs.**
An exploration of the social implications of popular culture. Includes film, television, music fashion, books, magazines, the Internet, and other forms of entertainment. The course examines popular culture production, dissemination, consumption, and interpretation in the United States. Particular attention is given to the symbiotic relationship between popular culture, political economy, and the emerging global culture. *This course satisfies the United States Cultural Studies requirement for the General Studies Curriculum.*

SOCI 239. Deviance and Social Control. **3 hrs.**
Critical examination of the relationship between deviance and social control. Considers the historical construction of different perspectives on deviance including perspectives of religious authorities, legal experts, philosophers, politicians, police, therapists, activists, and social scientists Examination of such perspectives from a sociological viewpoint. Analyzes dominant theoretical imagery, methodological strategies, and social control policies associated with the theoretical imagination of western society at various points in history.

SOCI 240. Juvenile Delinquency. **3 hrs.**
A survey of the causes, theoretical explanations, and methods of prevention and "treatment" of juvenile delinquency; public attitudes toward juvenile delinquency and the history of the juvenile justice system in America.

SOCI 243. Race, Class, and Power. **3 hrs.**
An analysis of structured inequality in the United States including political, economic, and social power structures, and the nature and extent of inequality (based on race, gender, class, ethnicity sexuality, etc.). Topics include institutionalized forms of domination such as racism, classicism, sexism, and colonialism, as well as reactions to them. *This course satisfies the United States Cultural Studies requirement for the General Studies Curriculum.*

SOCI 245. Native American Holocaust. **3 hrs.**
Explores social, political, and ideological foundations for the modern condition of indigenous peoples of the Americas'. Examines genocide, population transfer, population incarceration, cultural assimilation, etc. Examines hegemonic influences on historical and cultural discourses from a sociology of knowledge (Foucault, Habermas, Mannheim, Gramsci, Smith, etc.) perspective. *This course satisfies the United States Cultural Studies requirement of the General Studies curriculum.*

SOCI 248. Sex and Gender. **3 hrs.**
Investigation of social categories of sex and gender. Feminist, social constructionist, phenomenological, ethnomethodological, sociobiological, and social psychological perspectives will be explored. Focuses on the creation of gender and sexual identities, inequalities cultural expectations, and cultural representations of sex and gender. *This course satisfies the United States Cultural Studies requirement of the General Studies Curriculum.*

SOCI 305. Global Minorities. **3 hrs.**
A study of selected racial and ethnic minorities in Africa, the Middle East, the former U.S.S.R., Latin America, and Europe. Major theories of racial conflict and interracial tensions throughout the world; methods of reducing tensions and working toward pluralism, assimilation or integration. This *course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

SOCI 306. Colonialism, Indigenism, and Identity. **3 hrs.**
Critical examination of the history and current socio-political situation of the 200-600 million indigenous people belonging to 5000 cultures in 70 different countries on every continent in the world. We will examine the usefulness of conceptualizing indigenous peoples as a "Fourth World." Examine shared values, spiritual and cultural orientations, as well as common histories and current circumstances ranging from colonial exploitation and oppression to neo-liberal expropriation. Analyzes struggles to preserve existence, as peoples, as cultures, and as communities. Particular regional focus may vary by term. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

SOCI 307. Genocide. **3 hrs.**
An examination of key social theories of genocide. Focus on analysis of four cases of genocide in the twentieth century: Armenia, the Holocaust, Bosnia, and Rwanda (occasionally others). Assessment of international responses to genocide, genocide denial, and efforts to prevent genocide. *This course satisfies the International Cultural Studies requirement for the General Studies Curriculum.*

SOCI 308. Global Peace and Conflict. **3 hrs.**
Explores the challenges associated with the interaction of various segments of the global civil society. Considers entitlements and obligations which characterize citizenship in different parts of the world, as well as how the conceptual and geographical boundaries of this citizenship are expanding. Ponders the possibility of a major global "paradigm shift" under way from adversarialism to mutuality. Examines war culture and peace culture, with emphases on the role of imagination in social change, growing global interdependence, and political, economic, gender, social class, and social psychological aspects of war and peace. *This course satisfies the International Cultural Studies requirement of the General Studies Curriculum.*

SOCI 310. Adolescent World. **3 hrs.**
An exploration of youth culture in North American society, including significant contemporary expressions of youth culture in music, at-risk and violent behavior, peer groupings and Internet environments. The course will include development and generational theory and consider variations of youth culture across ethnic, economic and geographic boundaries.

SOCI/POLS 345. Research Methods in the Social Sciences. **3 hrs.**
A course focusing on scientific investigation and the design of program and practice research in the field of social science, with attention to the use of both qualitative and quantitative methods, the appropriate use of statistics, and a working knowledge of selected computer programs. *Prerequisite*: SOCI 101, POLS 101 or CJUS 110.

SOCI 355. Community, Social Change, and Development. **3 hrs.**
An applied sociology course that explores community, social change movements and processes, and social/economic development. Students will take on a research based project for a non-profit agency or other client in a consulting role. Particular emphasis would be on consideration of alternative and/or sustainable attempts to preserve/build communities, create social change, and encourage development. *Prerequisites*: SOCI 101, SOCI 345 or an equivalent course in research methodology.

SOCI 399. Portfolio Evaluation. **1 hr.**
At the completion of 105 credits each student in the major Arshall submit for evaluation an academic portfolio. Contents include major written assignments from the following: ENGL 102; six hours selected from 200-level Sociology courses (American Society); three hours selected from 300-level Sociology courses (Global Society); one Social World elective (see departmental approved list); intellectual autobiography.

SOCI 410. Social Theory. **3 hrs.**
A review of the major sociological theorists and schools of thought from Comte to Ethnomethodology and Critical Theory. *Prerequisites*: SOCI 101.

SOCI 420. Senior Seminar on Social and Political Agency. **3 hrs.**
This course focuses on social-structural, political-economic, and inner dimensions of helplessness, futility, hope, vision, efficacy, hurt, fear, and anger. Major cap-stone course. Students explore transitioning their major knowledge and skill set into the world beyond Wesleyan. *This course satisfies advanced composition requirement for general studies. Prerequisite*: Senior sociology major/minor.

THEATRE ARTS

ASSOCIATE PROFESSOR: Gregory Mach
ASSISTANT PROFESSORS: Thomas Schoffler, Nathan Elsener

Courses and co-curricular activities offered in theatre arts are designed to provide experiences in all aspects of theatre. Students majoring in the discipline are provided a background on which to base specialized graduate or professional study or direct community and organizational theatre activities. Courses and activities are open to all students who wish to nurture their appreciation for the aesthetic in theatre, and/or seek knowledge and skills applicable to education, religious and service-oriented occupations and avocational involvement in community theatre.

Requirements for Major in Musical Theatre (B.A.)

46-48 semester hours including courses in Dance, Music, and Theatre Arts. Students are required to participate in an auditioned performance (music, dance, theatre) ensemble each semester they are in the major, and to perform in at least two faculty-directed West Virginia Wesleyan College Theatre productions each year they are in the major. Students are required to participate in an academic/professional audition each year they are in the major. A grade of **B (3.0)** or better in THRE 397 is required for graduation. Students should select elective courses in consultation with the musical theatre advisor. Students are required to participate in portfolio reviews as described in the departmental handbook. Students are required to complete a portfolio review/ defense with the Theatre and Musical Theatre faculty in order to graduate. B.A. students are required to reach a level 6 in vocal juries (see music handbook for details). *Musical Theatre majors incur a reduced fee for applied music credits required for the major.*

Dance Requirements (7 hours):
DANC 101, 6 hours of dance technique selected from ballet, modern, jazz and tap. Students are required to achieve proficiency level II in a primary dance style and a level I in a secondary dance style.

Music Requirements (10 hours):
MUSC 101, 163; 5 hours of Voice, **or** MUSC 115 and 3 hours of Voice. Students should plan to take voice lessons each semester.

Theatre Arts Requirements (29-31 hours):
THRE 120, 129, 270 (Cont. Topics), 216, 245, 263, 264, 363; three hours selected from THRE 309 or 310; THRE 395, 397, and THRE 251, 252.

Requirements for Minor in Musical Theatre

20 semester hours including: THRE 129, 216; two hours selected from THRE 263, 264, or 363; THRE 251; four hours of voice; six hours selected from the following dance technique classes: DANC 105, 205, 305, 109, 209, 309, 111, 211, 112, 212. *No specific levels have to be reached in voice or dance. Note: This minor is open to all students.*

Requirements for Major in Theatre Arts (B.A.)

41-48 semester hours, including core and individual concentration requirements. Students must complete major responsibilities in at least four major West Virginia Wesleyan College Theatre productions.

Core Requirements (23-25 hours):
DANC 101, THRE 120, 129, 258, 270; three hours selected from THRE 309 or 310; THRE 395, 397; ENGL 350.
Acting/Directing Concentration (23 hours):
THRE 229, 245, 263, 264; three hours selected from THRE 220, 222, or 231; three hours selected from THRE 216, 329, 358 or DANC 225; and nine hours selected from remaining theatre arts courses except THRE 110.
Design/Technical Concentration (18 hours):
THRE 220, 221, 222, 231, 342 and 491.

Requirements for Minor in Theatre Arts

15 semester hours, including THRE 120; 129; three hours selected from THRE 270, 309 or 310; and 3 additional hours in theatre arts except THRE 110. Students must complete major responsibilities in at least two major West Virginia Wesleyan College Theatre productions.

Requirements for Major in Musical Theatre (B.F.A.)

63 - 65 semester hours, including courses in Dance, Music, and Theatre Arts. Students are required to participate in an auditioned performance (music, dance, or theatre) ensemble each semester they are in the major and to perform in at least two faculty-directed West Virginia Wesleyan College Theatre productions each year they are in the major. Students are required to participate in at least two faculty-approved academic/professional auditions or festivals each year they are in the major. BFA students are required to reach a level 8 in vocal juries (see music handbook for details). A grade of **B (3.0)** or better in THRE 397 and a portfolio review/defense with the Theatre and Musical Theatre faculty are required for graduation. Students are required to participate in portfolio reviews as described in the departmental handbook.
Dance Requirements (13 hours):
DANC 101,112; ten additional hours of dance technique electives selected from ballet, modern, jazz and tap. Students are required to achieve proficiency level III in a primary dance style and a level II in a secondary dance style.
Music Requirements (14 hours):
MUSC 101, 163; and nine hours of voice **or** MUSC 115 and seven hours of voice. Students are required to achieve a minimum level 8 in vocal training. Students are encouraged to take voice lessons each semester.
Theatre Arts Requirements (36-38 hours):
THRE 120, 129, 139, 216, 245, 263, 264, 270, 363; three hours selected from THRE 309 or 310.THRE 395, 397, and eight hours from THRE 216, 226, 326, 251, 252, or 398.

Requirements for Major in Performance Studies: Acting/Directing Emphasis (B.F.A.)

61-63 semester hours, including THRE 120, 125, 129, 139, 220, 270; six hours of THRE 329 or three hours of THRE 329 and THRE 216; THRE 245, 250, 258, 263, 264, 309 or 310, 358, 363, 395, 397; six hours selected from THRE 221, 222, 231, and 342; ENGL 350. Students will be fully accepted into the program following a successful audition at the end of their first year. Students are required to participate in two faculty-directed productions each school year. Students will be subject to an annual review by the theatre arts faculty.

Requirements for Minor in Dance

See Dance for description.

THRE 101. Theatre Practicum. **1 hr.**
Intensive practice in the various aspects of theatre production: acting; design, building and painting scenery and properties; lighting design and execution; costume design and construction; make-up design and application; box office and promotion procedures; children's theatre; technical direction; and stage or theatre management. Students may accomplish their goals through active commitment to West Virginia Wesleyan College Theatre or Reader's Theatre productions or through practicums arranged with department faculty members. *Prerequisite*: Consent of the technical director or director of the theatre. *May be repeated for a total of six hours of credit.*

THRE 105. Acting for Non-Majors. **3 hrs.**
Students from outside the Theatre major will explore the duties and responsibilities of the professional actor. In rehearsal, they will analyze the text for form, style, character, rhythms, and performance strategy, researching the validity of their choices, and ultimately defend their choices, learning the vocabulary of theatre. Textbooks will focus on the schools of Stanislavski and Uta Hagen.

THRE 110. Introduction to Theatre Arts. **3 hrs.**
An introduction to the theatre through a survey of its history, literature, and the various artists involved in the creation and production of a play. Lectures, reading, and discussion will be used to investigate the subject matter. *Does not count toward a major or minor in theatre arts.*

THRE 120. Stagecraft. **3 hrs.**
A course dealing with the basic tools, equipment, construction techniques and painting methods found in the theatre. The building of properties and the movement of scenery A course dealing with the basic techniques of lighting for the stage, designed to help students acquire competence in creating workable lighting effects for school, church, and community theatres.

THRE 125. Stage Makeup. **3 hrs.**
An exploration of stage makeup techniques, including corrective, old age, fantasy, prosthetic and gender-reversed applications.

THRE 129. Acting I. **3 hrs.**
An introductory course in acting for the stage emphasizing creative dramatics, improvisation, marketing techniques and scene studies. As they endeavor to formulate their own methods and techniques, students will become familiar with the teachings of Stanislavski , Meisner, and Uta Hagen. *This course is only for Theatre Arts majors. Non-majors may participate with permission of the instructor.*

THRE 139. Acting II. **3 hrs.**
A course focusing on scene studies in which actors learn about various theatre philosophies and hone their skills and techniques for the stage. Students will work with the instructor and student directors on four scenes to six scenes from contemporary plays. *Prerequisite*: THRE 105 or 129. *The student must sign up with an acting partner.*

THRE 188, 288, 388, 488. Special Topics. **1-3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

THRE 216, 226, 326. Musical Theatre Performance I, II, III. **2 hrs.**
Through historic, literary and performance methodologies, these courses introduce students to the fundamentals of musical theatre performance. Based on the work of major contemporary acting theories, students will be introduced to research techniques,

script and score analysis, and performance discipline and style specific to musical theatre. *Prerequisite for THRE 216*: THRE 129 and one semester of class or private vocal study, or permission of instructor.

THRE 220. Scene Design. **3 hrs.**
A combined lecture and laboratory course in contemporary theatre methods of scene design. The student will develop a number of designs along with investigating past and present theories of design. *Prerequisites:* THRE 120. *Offered every other year.*

THRE 221. Scene Painting. **3 hrs.**
A hands-on exploration of the various responsibilities, equipment, and techniques of the scenic artist. Building on the various aspects of the job of the scenic artist, students will become involved in the practical aspects of scene painting, learning proper use and maintenance of equipment and simple to advanced scene painting techniques. *Prerequisite:* Permission of instructor. THRE 120 is highly recommended. *Offered every other year.*

THRE 222. Costumes. **3 hrs.**
A combined lecture and laboratory course in contemporary methods of costume design and costuming. The student will develop a number of designs and investigate the history of clothing.

THRE 226. Musical Theatre Performance II. **2 hrs.**
Continuation of THRE 216. *Prerequisite:* THRE 216.

THRE 231. Lighting Design. **3 hrs.**
A course dealing with the basic techniques of lighting for the stage, designed to help students acquire competence in creating workable lighting effects for school, church, and community theatres. *Prerequisite:* Permission of instructor. THRE 120 is highly recommended.

THRE 245. Voice and Diction for the Actor. **3 hrs.**
A course designed to give the actor a basic familiarity with the physiology of speech and with those techniques required by a stage performance. Students will learn the International Phonetic Alphabet and become proficient in an accent or dialect of their choosing. *Prerequisite*: THRE 129.

THRE 250. Stage Management. **3 hrs.**
A course dealing with the basic principles and skills of stage management. Emphasis on organizing, scheduling, and running a theatrical production from pre-production to closing night. Development of techniques and skills in personnel management, organizational communication, technical theatre, and performance as they relate to mounting a theatrical production. *Prerequisites*: Six hours in dramatic arts above THRE 110 or permission of instructor. THRE 120 is highly recommended.

THRE 251, 252, 398. Musical Theatre Research I, II, III **2 hrs.**
These courses are an intensive study of musical theatre performance style from prior to the turn of the 20th Century to the present. Each semester will focus on a composer/lyricist team from a specific period in American Musical Theatre. Students will act as dramaturges, producers, designers and performers creating both an in depth research project as well as a performance project. *Prerequisite*: THRE-129.

THRE 252. Musical Theatre Research II **2 hrs.**
Continuation of THRE 251. *Prerequisite*: A passing grade of C in THRE 251, or permission of instructor.

THRE 258. Directing I. **3 hrs.**
Study of play analysis and the practice of directing. Includes auditioning, casting, staging, and working with actors. Students will direct two scenes working with student actors. *Prerequisites*: THRE 129,229.

THRE 263, 264, 363. Movement/Voice Practicum. **1 hr.**
A daily physical and vocal regimen designed to develop discipline and consistency in training -- thus the good health, efficiency, strength and stamina needed for performance in theatre.

THRE 270. Contemporary Topics in Theatre Arts. **3 hrs.**
This course raises awareness of the contemporary artistic and commercial theater via study of the individuals and organizations involved in today's American theater-making (unions, LORT, Disney Theatricals, etc); reading current plays and discussing new forms of playwriting/construction; overview of the professional and trade publications; online reviews and resources; and the Arts Section of the Sunday New York Times. Students will gain a familiarity with the main "movers and shakers" at the national and regional level, as well as an introduction to related markets such as television and film, voice-over work, directing, and playwriting. Students will learn where they might fit as practitioners in this diverse field.

THRE 309. History of the Theatre I. **3 hrs.**
A comprehensive study of the literature and history of the theatre from primitive man through Elizabethan England. Lectures and discussion concerning plays and historical background. *Offered every other year.*

THRE 310. History of the Theatre II. **3 hrs.**
A comprehensive study of the literature and history of the theatre from Elizabethan England through Romanticism. Lectures and discussions concerning plays and historical background. *Offered every other year.*

THRE 326. Musical Theatre Performance III. **2 hrs.**
Continuation of THRE 226. *Prerequisite*: A passing grade of C in THRE 226 or permission of instructor.

THRE 329. Advanced Acting. **3 hrs.**
Continuation of Acting II, exploring methods and methodology of characterization and individualizing training to the actor's needs. Students must sign up with an acting partner. *Prerequisite*: THRE 229. *May be repeated for a total of nine hours of credit.*

THRE 330. Dance Repertory for the Musical Stage. **2 hrs.**
Tap technique and performance with research, technique and repertory specific to the musical theatre stage. Required passing with a "C" (2.0) for all musical theatre majors. Repeatable three times for credit. *Prerequisites*: DANC 101 or permission of the *instructor.*

THRE 340. Drama for Youth. **3 hrs.**
An examination of drama as a tool for aesthetic, emotional, ethical, and social development in young people. The principles governing the production of appropriate plays are examined, dramatic literature for youth is surveyed, and students gain experience in leading dramatic activities with young people. This course is especially recommended to individuals who intend to work with children and young people in schools, churches, and other settings. *Offered spring semester, odd years.*

THRE 342. Advanced Theatrical Design. **3 hrs.**
An advanced theatrical design course that builds on the introductory material covered in the 200-level design courses. The course will consist of a number of individualized design assignments. *Prerequisite*: One selection from THRE 220, 222, or 231. *May be repeated for a total of six hours of credit.*

THRE 358. Directing II. **3 hrs.**
Advanced study of the theories and practices of directing, including the study of contemporary directors. Students will direct a play or continue with scene work. *Prerequisite:* THRE 258.

THRE 395. Senior Internship. **1-3 hrs.**
Professional or semi-professional experience in theatrical production for theatre arts majors. Students will be assigned significant responsibilities determined by their needs and capabilities and the needs of the sponsoring organization. *Prerequisite*: Permission of the faculty.

THRE 397. Seminar. **3 hrs.**
The capstone course of the theatre arts major; a study of various critical approaches to the theatre and application of those approaches to dramatic literature and performance of that literature. Evaluation of the student's knowledge and skills in the major. Culminates in a performance or gallery exhibition of the student's theatrical history. *Satisfies advanced composition requirement for general studies. Prerequisite*: Minimum of 20 hours in theatre arts or permission of instructor.

THRE 398. Musical Theatre Research III. **2 hrs.**
Continuation of THRE 252. *Prerequisite*: A passing grade of C in THRE 252 or permission of instructor.

THRE 491. Advanced Design Practicum. **3 hrs.**
A capstone design course involving the realization of a design project. The student will execute an actual design that will be used for a production in the WVWC Theatre season. *Prerequisites*: THRE 220, 222, 231.

Graduate Programs Of Study and Instructional Offerings

West Virginia Wesleyan College's graduate programs are housed in academic departments. The following section contains general graduate studies policies and procedures and the current individual graduate program admission requirements, descriptions, and degree requirements as well as all graduate course descriptions. These requirements and descriptions are current at the time of printing of this catalog, however, the College reserves the right to revise or change this information in whole or in part at anytime as such change is determined to be necessary. In any such case, the College will give appropriate and reasonable notice as is practical.

ADMISSION PROCEDURES FOR GRADUATE PROGRAMS

All applicants, including non-matriculating and visiting students, must complete an Application for Graduate Studies Admission. The application forms are available online at www.wvwc.edu under each graduate degree program or from the Graduate Studies and Extended Learning Office in the Lynch-Raine Administration Building on campus. The completed application and all undergraduate and graduate transcripts, required test scores, and any additional materials required by the specific program as described within this catalog should be submitted with an application fee of $50.00 to the Graduate Studies and Extended Learning Office, WVWC, 59 College Avenue, Buckhannon, WV 26201.

NON-MATRICULATING OR VISITING STUDENTS AND AUDITING

Individuals who have earned a baccalaureate degree and wish to enroll in particular courses for personal or professional development or certification or licensure requirements without the intent to matriculate in any degree program may apply for admission as a non-matriculating student. Applicants to this status are expected to meet the minimum academic requirements as established for regular admission to the particular graduate program including official verification of an earned baccalaureate degree. Admission on this basis does not imply acceptance or eligibility in any graduate degree program, regardless of the number of credits earned on this basis. Non-matriculating students may enroll for a limited number of classes upon approval of the relevant program director.

Students who are matriculating at another college or university and wish to enroll in courses at West Virginia Wesleyan College for transfer to their home institution may

apply as a visiting student. Visiting students must submit an official letter from their home institution documenting their status as a graduate student in good standing with their application. Transfer of these course credits is solely at the discretion of their home institution.

Individuals who wish to audit graduate courses for personal or professional development on a non-credit, ungraded, auditing basis may do so in select graduate courses at the sole discretion of the relevant program director. Those interested in auditing must apply as a non-matriculating student and submit with their application the application fee, all transcripts which attest to an unearned degree and appropriate to the chosen program and a satisfactory GPA.

TUITION, FEES AND PAYMENT PROCEDURES

Graduate tuition is billed per credit. The tuition charge (2008-09) for Master level classes is $360 per semester credit hour. The application fee is $50. The graduation fee is $125. The audit fee is $200 per semester credit hour.

Graduate students who are pre-registered will be billed in advance of each semester by the Student Accounts Office. Account balances must be paid in full before each enrollment period. American Express, MasterCard, Visa and Discover are accepted.

For a student approved for withdrawing from the college, see the refund regulations and schedule on page 183 for specific details.

FINANCIAL AID

Various financial aid opportunities are available for graduate students including interest-free loan deferrals, Federal Student Loan programs, and other loan opportunities. Additionally, many employers provide full or partial tuition reimbursement to their employees who participate in job relevant graduate study. For financial aid purposes, students may be considered full-time when enrolled in six or more graduate credit hours per semester or session. For further information, contact the WVWC Financial Aid Office at 304-473-8080.

RULES FOR LIVING AND STUDENT LIFE SERVICES

All policies and services for students can be found on pages 165 through 173.

COURSE NUMBERING SYSTEM

The first of the three digits of the course number indicates the general level of instruction (target audience). Graduate courses are open only to students who have earned a bachelor's degree and to students in the combined Five-Year Undergraduate/ Graduate Programs.

500 - 799 Graduate courses.

Students with a cumulative GPA of 2.7 or above, or who have passed an appropriate placement examination, are permitted to select courses one level above their class standing, except for 400-level courses. Students new from high school may do so if their high school GPA was 3.0 or above.

Freshmen in the honors program or with a college cumulative grade point average of 3.25 or above may, with permission of the instructor(s), select courses two levels above their class standing.

Graduate courses are open only to students who have earned a bachelor's degree and to students in the Five-Year Undergraduate/ M.B.A. Program.

Students wishing to select advanced courses who do not meet the GPA or other requirements may petition the Admission and Academic Standing Council for permission to do so.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

PROFESSOR: Bernard F. Keating
ASSOCIATE PROFESSORS: D. Scott Bellamy, Michael B. Ervin, Jeffrey L. Godwin, Thomas L. Leonard, Hamid Shaafi
ASSISTANT PROFESSORS: Susan Aloi, Kelly Hughes
SENIOR LECTURER: David McCauley

The Wesleyan Master of Business Administration program offers an integrative general management curriculum that prepares managers to think and lead at all levels of an organization. The broad-based curriculum strives to create organizational leaders with multiple skills who can analyze business problems from a variety of perspectives and exercise ethical judgments when finding solutions. At the core of the program are the functional areas of business: accounting, finance, management, and marketing: these are supported by courses in ethics, economics, and quantitative analysis. The objectives of the program are to offer a curriculum with a rich philosophy about judgment, analysis, and action via a healthy mix of theory and practice; to provide a unified and innovative core curriculum that provides focus and continuity; to provide outstanding, student-centered teaching that results from faculty who are current in their fields and committed to developing students as ethical decision makers; and to offer a curriculum that balances technical and substantive issues in management.

The 42-semester hour program is designed to be pursued either on an intensive schedule by full-time students or on a part-time basis by business professionals, using evening and summer class opportunities. A supplement to this catalog which contains detailed information on admission and academic policies and tuition and fees is available upon request from the M.B.A. Office, which can also provide course schedules.

ADMISSION

Application for admission to the program is invited from anyone who holds a bachelor's degree from an accredited college or university, regardless of undergraduate major. Applicants should complete the application form and return it to the Graduate Studies and Extended Learning Office along with:

1. a current curriculum vitae showing relevant work experience;
2. a non-refundable application fee of $50;

3. two letters of recommendation (one from an employer and one from a professor);
4. official transcripts of all undergraduate and graduate work;
5. an official report of the Graduation Management Admission Test (GMAT); and
6. if an international student, an official report of the Test of English as a Foreign Language (TOEFL).

Based on the recommendations of the M.B.A. Admission Committee, the M.B.A. Director will make admission decisions and notify applicants in writing of those decisions.

UNDERGRADUATE FOUNDATION COURSES

Although Wesleyan's M.B.A. Program is designed for students committed to a career in business, regardless of their undergraduate major, all students are required to have a basic knowledge of business. Before students may enter the M.B.A. Program, they must complete the following prerequisite foundation courses or pass an examination to demonstrate their knowledge of the subject: Financial Accounting, 3 hours; Microeconomics, 3 hours; Statistics and Computers, 3 hours.

Requirements for Master of Business Administration Degree

All candidates must

1. Complete 42 semester hours, including BUSI 510, 520, 530, 540, 550, 560, 570, 610, 620, 630, 640, 700; plus 6 hours selected from other graduate business courses or courses approved for transfer from other institutions;
2. Earn at least 30 hours in residence;
3. Achieve a cumulative B average (3.0 grade point average) in all courses applicable toward the M.B.A. degree and in all M.B.A. work completed at Wesleyan.

Policies

M.B.A. courses are graded A, A-, B+, B, B-, C+, C, C- and F. Students must repeat a course in which they receive an F; students *may* also repeat courses in which they earn a B- or lower. While the original F, C-, C, C+, or B- will remain on the transcript, when the course is repeated satisfactorily, the original grade will not be counted further in the grade point average.

See Grades and Quality Points, page 159, and Withdrawal from Courses, page 157, for explanations of transcript notations of I (incomplete), W (withdrawal), and WF (withdrawal failing).

Students must maintain a 3.0 grade point average (GPA) to remain in good standing. Students whose GPA falls below 2.75 after attempting twelve or more semester hours of course work will be on academic probation and will be given nine additional hours in which to raise the GPA to 3.0. Students who fail to attain the 3.0 GPA during this probationary period are subject to dismissal from the program.

Students who earn two Fs will be dismissed from the program.

Students are permitted to transfer from other graduate schools up to twelve semester hours of graduate credit with grades of B or better, subject to approval by the Director of the M.B.A. Program. Courses must have been completed within five years prior to admission to Wesleyan's M.B.A. Program.

Students must complete all M.B.A. course requirements within seven years from the date of enrollment in their first Wesleyan M.B.A. course.

BUSI 510. Accounting I: Financial Accounting. **3 hrs.**
Introduction of the rationale for, and implications of, fundamental accounting concepts and accounting procedures with the goal of preparing students to interpret, analyze, and evaluate financial statements. The importance of financial statements in the managerial decision-making process is emphasized.

BUSI 520. Finance I: Fundamentals of Finance. **3 hrs.**
Introduction to the concept of time value of money and its effect upon financial decisions. The course also addresses the idea of risk-return trade-offs, essentials of capital budgeting, identification and estimation of relevant cash flows, and evaluation of alternatives on a comparable basis.

BUSI 530. Management I: Management Theory and Leadership. **3 hrs.**
Introduction to the fundamental concepts and practices of management and leadership. The course covers the core functions: planning, organizing, leading, and controlling. Topics include strategic decision making, models of leadership, process design and control, total quality management, organizational design and structure, and project management.

BUSI 540. Marketing I: Marketing Management. **3 hrs.**
A course emphasizing the decisions that marketing managers face in their efforts to bring together the objectives and resources of their organizations with the needs and opportunities in the marketplace. The strategies, tactics, and administrative issues surrounding marketing decisions are addressed by integrating the four functional areas of business in a market-drive simulation. In addition, the theoretical foundations of marketing management are explored.

BUSI 550. Quantitative Methods for Management. **3 hrs.**
An introduction to statistical methods as they apply to business and economics. Emphasis is placed on using computer tools to analyze data and preparing written reports based on the analyses. The course is designed to assist the M.B.A. student to better understand the nature of decision making using standard statistical tools. Problem solving and class discussion are the primary techniques of instruction, with one additional directed assignment using computer-based research tools to conduct statistical analyses.

BUSI 560. Managerial Economics. **3 hrs.**
Application of microeconomic concepts and decision science to managerial problems. Topics include the theory of consumer behavior, the theory of the firm, the theory of market structures and pricing, game theory, linear programming, input-output analysis, statistical estimation, forecasting, and capital budgeting. *Completion of BUSI 550 prior to enrolling in this course is recommended.*

BUSI 562. Labor Economics. **3 hrs.**
The objective is for students to develop an understanding of the modern theory of labor market behavior and gain the ability to apply related economic concepts. Topics include labor demand, labor supply, compensating wage differentials, investments in human capital, wage determination, earnings differences, unionism, and unemployment.

BUSI 570. Applied Ethics for Management. **3 hrs.**
A study of ethical decision making in a business context. Topics include ethics and a free market ideology, the competitive advantage of ethics-based thinking, uncovering organizational ground rules, breaking the gridlock of competing interests, frameworks for ethical decision making, conflicts between businesses and publics, and the relationship between business culture and business ethics. Case studies and presentations are the primary learning tools.

BUSI 571. Ethical Issues in Marketing **3 hrs.**
Ethical frameworks and case studies for the analysis of marketing decisions, especially as regards pricing, product management, promotion and distribution, and advertising and personal selling.

BUSI 580-589 and BUSI 680-689. Special Topics. **3 hrs.**
A course or seminar on a selected topic within the discipline that is not otherwise represented in the curriculum.

BUSI 590-599 and BUSI 690-699. Independent Studies. **3 hrs.**
Each student is permitted to take a maximum of six graduate hours of independent studies. These courses are jointly designed and developed by the student and a sponsoring faculty member to satisfy the student's need for individual applied research topics.

BUSI 610. Accounting II: Management Accounting. **3 hrs.**
A study of special topics in cost accounting: budgeting, profit control, tax planning, inventory control, and decision models. Cash forecasting, modeling the financial requirements of the firm, and analyzing the financial statements for investment decisions are also covered. *Prerequisite*: BUSI 510.

BUSI 620. Finance II: Financial Management and Policy. **3 hrs.**
Advancing the theoretical constructs of corporate financial decision making, this course covers he important decisions that financial managers face as they balance such issues as capital budgeting, cost of capital, dividend policy, long-term financing and mergers, and working capital management. *Prerequisite*: BUSI 520.

BUSI 630. Management II: Organizational Behavior. **3 hrs.**
The "people" side of management. With emphasis on understanding why people behave the way they do in organizations, the course examines variables at the individual, group, and organizational levels. Topics include individual differences, perception, values and attitudes; motivation; group dynamics: teamwork: communication; leadership; power and politics; conflict management; organizational design and structure; job design; organizational culture; and organizational change.

BUSI 640. Marketing II: Marketing Research. **3 hrs.**
An examination of the role of marketing research in business decision making. The course addresses both substantive and technical aspects of marketing research: problem definition, data collection, data analysis, and interpreting and communicating research findings. The theory undergirding the course maintains that one must carry out research in a field setting to fully understand the processes involved in designing relevant, timely, and accurate research studies. Students will gain experience in applying research concepts and methods to current business problems. *Prerequisite*: BUSI 550.

BUSI 700. Business Policy **3 hrs.**
The capstone M.B.A. course, designed to integrate the functional areas of business: accounting, finance, management, and marketing. Patterned after the method of the Harvard Business School, this case-oriented course draws on readings, group analysis, written reports, panel discussions, and oral presentations. *Prerequisites*: BUSI 510, 520, 530, 540, 550, 560, 570, 610, 620, 630, 640.

MASTER'S IN EDUCATION

MULTI-CATEGORICAL SPECIAL EDUCATION

SPECIALIZATION IN READING

ASSOCIATE PROFESSORS: Shirley Fortney, Carol Means, Karen Petitto
ASSISTANT PROFESSORS: Susan Aloi, Deborah Bush, Tammy Samples

The purpose of Wesleyan's Master's in Education program is to provide certified teachers or candidates in the five-year program with opportunities to extend their knowledge and experiences, and improve their own teaching as well as student learning. Candidates of this program should develop the advanced knowledge, skills, and dispositions essential for teaching excellence. The program includes advanced study in research and analysis of data, schools and society, human development and learning, curriculum design, and strategies for adapting learning to individual student needs. Opportunities are provided for master's candidates to improve their knowledge of subjects that are taught, how to effectively teach students that subject, and how to effectively integrate instructional technology into the classroom. Through field experiences, master's candidates will gain advanced skills in working with educational colleagues, K-12 students, and parents, and will conduct action research in the K-12 schools. Approved by the West Virginia Department of Education and the National Council for Accreditation of Teacher Education (NCATE, 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036: telephone 1-202-466-7496).

Graduates who complete Wesleyan's Master's in Education's multi-categorical special education program qualify for professional licensure in multi-categorical special education in West Virginia and in most other states. Those who complete the Master's in Education reading specialization program will qualify for professional licensure as a Reading Specialist in West Virginia and in most other states. **Some states may require limited additional work and/or testing before a candidate educated out-of-state may be eligible for permanent professional licensure.** Because the master's program demands very careful coordination of academic, professional, and field instruction, candidates are encouraged to seek early advising from a member of the education faculty.

ADMISSION TO THE MASTER'S IN EDUCATION PROGRAM

Five-year program. Students currently enrolled in the teacher education program at Wesleyan may apply for admission to the five-year master's program during the second semester of their junior year. Up to six graduate hours may be taken during the senior year. To be eligible for financial aid, at least three-credit hours of undergraduate work that count toward the undergraduate degree must be taken each semester throughout the master's program (excluding summer sessions). Students enrolled for twelve credit hours or more are considered to be full time. The bachelor's and master's degrees will be conferred simultaneously upon successful completion of the five-year program.

Traditional program. Other individuals wishing to enter the master's program may apply for admission at any time and must be enrolled for six credit hours or more to be considered full time. Students may also enroll for part-time study in the traditional master's program.

Applicants should complete the application form and submit it and all supporting materials detailed below to the Graduate Studies and Extended Learning Office. Each applicant will be considered individually by the Graduate Education Advisory Committee. For full consideration, each applicant must:

- Provide official transcripts for all undergraduate and graduate courses not taken at West Virginia Wesleyan College.
- Declare intention to enter the Five-Year Program prior to completion of 60 hours of undergraduate course work in one of the following majors: Elementary Education, or Secondary Education majors of English, Math, Science, or Social Studies.
- Have an undergraduate GPA of 2.75 or better in all previous college work and at least a 2.0 or better undergraduate and 3.0 or better graduate grade in each education course.
- Provide official Graduate Record Examination (GRE) general test scores.
- Receive an acceptable rating on the Graduate Recommendation Form completed by the advisor of record.
- Submit a Personal Statement of Goals and Objectives.
- Complete the Application for Admission to the MEd Program and submit with a $50 nonrefundable fee.
- Non-native-English speakers must demonstrate proficiency in English by submitting their results on the Test of English as a Foreign Language (TOEFL).

Once a candidate is admitted to the master's in education program, he or she must maintain a cumulative grade point average of 3.0 or above on all graduate work and be free of substantiated challenges to his or her disposition(s) regarding the teaching profession.

Candidates must complete the program within five years. Credits older than seven years will not be applied toward the master's degree.

REQUIREMENTS FOR LICENSURE (CERTIFICATION)

Each candidate must make formal application for a professional license (teacher's certificate) on forms supplied by the State Department of Education in the state where licensure is desired. It is recommended that all successful teacher education candidates apply for West Virginia licensure immediately upon graduation, since licensure in other states *may* require a West Virginia license. Allow eight to ten weeks for processing of the application, which should be submitted through the Registrar's Office.

Licensure in West Virginia requires successful completion of the Praxis II tests.

Candidates are encouraged to work closely with licensure agencies within the states in which they plan to teach. Candidates for WV licensure must meet U.S. citizenship requirements set by the WVDE. Fingerprinting and FBI background checks are also required.

Candidates applying for certification must have completed course work within seven years of application.

PRESCRIBED MASTER'S IN EDUCATION PROGRAM OF STUDY

A minimum of 30 credit hours is required for the Master's degree.
Professional Education Core Courses: EDUC 510, 520, 530, 567, 570, 597, 598

Pre-Requisite Multi-Categorical Education Courses: SPEC 230, 330
Multi-Categorical Courses: SPEC 515, 525, 535, 545, 555, 574

Undergraduate-level Specialization in Reading Education Courses: EDUC 131, 250 **or** EDUC 131, 210, 211

Master's-Level Reading Courses: RDNG 510, 520, 530, 540, 550, 574

Professional Education Core Courses (18 hrs.)

EDUC 510. Adapting Instruction to Individual Students **3 hrs.**
This course is intended to enable teacher candidates to master and apply best practices of instructional and communication skills to facilitate the learning of each student in their classroom. Specific research-based strategies in curriculum content acquisition and specific research-based strategies in behavior management will be applied to real teaching experiences. Candidates will learn instructional planning to differentiate various learner needs, universal design principles, and how to develop appropriate accommodations and modifications to facilitate student learning.

EDUC 520. Advanced Education Psychology **3 hrs.**
This course focuses on current and historical theories of learning, cognition, and motivation from a research perspective. Specific implications and applications of both learning and instruction related to these theories are discussed. Examples are drawn from education situations and problems at the classroom and instructional-design levels.

EDUC 530. Advanced Technology Integration. **3 hrs.**
A survey course examining the field of educational technology, especially its impact on teaching and learning including historical and current perspectives, as well as trends and issues in the field. Candidates will develop a variety of activities in order to demonstrate their mastery of the use of technological resources in the 21st century school curriculum.

EDUC 567. Action Research with Field Placement. **2 hrs.**
This course will enable candidates to master and apply best practices of instructional and communication skills as well as the elements of 21st century learning to facilitate

the learning of each student in their classroom. Candidates will design and conduct an action research project with public school students as they determine their impact on student learning in the elementary or secondary classroom.

EDUC 570. National Board Portfolio Development. **1-3 hrs.**
This course is designed to provide an extensive professional development experience for teachers who are pursuing National Board Certification. After completing the portfolio and assessment process, teachers will be prepared to submit their portfolio for consideration for National Board Certification. Master's students who do not yet meet the National Board requirement of three-years' teaching experience will participate in portions of the course for reduced credit. *This course can be repeated for credit.*

EDUC 588. Special Topics **1 - 6 hrs.**

EDUC 597. Research Methods. **3 hrs.**
This course will introduce Master's candidates to the methods of education research and the skills necessary to use research in their role as an education professional. The course will focus on the investigation of scientific, empirical, and contemporary innovations in research in education. Candidates will gain experience in the evaluation, design, and application of educational research methods.

EDUC 598. Research Design. **3 hrs.**
The course will focus on the selection of an appropriate research design, interpretation of readings and results of data analysis, implementation of the research project, and the reporting of research findings. The final product is the candidate's Master's thesis.

Multi-categorical Special Education Concentration Courses

Undergraduate Pre-requisites (6 hrs.)

SPEC 230. Exceptionalities and Human Diversity. **3 hrs.**
An introduction to special populations, including under-represented diverse students, and students with physical, mental, and educational characteristics of the behavior disorders, giftedness, hearing impairments, learning disabilities, mental impairments, physical disabilities, speech and language impairments, and visual impairments. Special emphasis will be given to the inclusion of the students with disabilities and diverse backgrounds (low social and economic status, students at-risk, ethnicity and gender) in the regular education setting.

SPEC 330. Behavior Management. **3 hrs.**
A survey of classroom management and behavior modification procedures used in modifying specific behavioral and/or academic characteristics of students in the classroom. Candidates have the opportunity to analyze case studies and create an in-depth behavior intervention plan.

Master's-Level Courses (18 hrs.)

SPEC 515. Characteristics of Emotional & Behavior Disorders. **2 hrs.**
The course is designed to acquaint the candidate with the discipline of behavior disorders within the field of special education. Topics of discussion include etiology, characteristics, scope, and prevalence of emotional/behavioral disorders. Other areas of

interest include the history of behavioral disorders within special education along with influences and trends. Conceptual frameworks and models are discussed including Functional Behavioral Assessments/Interventions and Positive Behavior Supports.

SPEC 525. Characteristics of the Mentally Impaired . 3 hrs.
This course presents the nature and needs of persons with mental impairments from an educational and community integration approach. Characteristics of children and adults with mental retardation will be discussed. Topics will include history, etiology, characteristics and functioning levels, curriculum analysis, and educational programming issues. In addition, early childhood intervention along with behavioral and cognitive interventions will be studied. Community life with adult living and work will be researched. A field placement is a requirement for this course.

SPEC 535. Theories & Practice of SLD & Related Disorders. 3 hrs.
This course is an in-depth study of the field of Specific Learning Disabilities. Topics of discussion and research include history, human development, etiology, characteristics, theories, and multi-disciplinary approaches as they relate to the field of learning disabilities. Federal legislation and judicial decisions are investigated. Educational placements for children and youth with learning disabilities are presented. Attention deficits and other mild cognitive disorders are studied.

SPEC 545. Teaching Strategies in Learning & Behavior Problems. 3 hrs.
Candidates will learn the techniques used in teaching students with mild disabilities (including Specific Learning Disabilities, Mental Impairments, and Emotional and Behaviour Disorders). Strategies for classroom management and behavior change are presented. Comparison and contrast of delivery models with appropriate strategies are studied. A technology component and a field placement are required..

SPEC 555. Learning & Prescriptive Assessment Techniques. 3 hrs.
This course consists of an in-depth investigation of and involvement in the diagnosis, prescription, and assessment techniques used in teaching exceptional children. Candidates will administer and interpret formal and informal tests, analyze a case study, and develop an IEP on the assessment information.

SPEC 574. Student Teaching -- Multi-categorical Placement. 4 hrs.
A field based experience in a public school setting with a qualified teacher certified in Learning Disabilities, Mild Impairments, and/or Behavioral Disorders. This opportunity blends theory into practice through application of learned concepts and instructional approaches. The candidate will conduct an abbreviated action research project during his/her placement.

SPEC 588. Special Topics. 1 - 6 hrs.

Specialization in Reading Courses

Undergraduate-Level Requirements

EDUC 131. Literature for Children. 3 hrs.
A survey of children's literature. Emphasis is on identification, selection, evaluation, and use of books, print materials, and other related materials for children. This course introduces elementary education students to the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). The course incorporates the use of multicultural and West Virginia authors.

EDUC 210. Methods of Teaching Reading for Elementary Teachers. 3 hrs.
An introductory course. Special attendtion is given to reading readiness, planning

reading lessons, identifying and reinforcing skills in the areas of vocabulary, phonics, comprehension, and exploring a variety of genres (including drama) and reading materials.

EDUC 211. Diagnostic Reading Tools and Strategies. **3 hrs.**
Emphasis on the identification of types and appropriate uses of diagnostic reading tools, characteristics of common reading deficits among students at different grade levels, and strategies for remediation of reading problems at various grade levels.

EDUC 250. Teaching Reading in Secondary Content Areas. **3 hrs.**
A course for secondary teacher candidates, incorporating reading skills directly related to particular content areas in lesson planning. Candidates will learn the role of literacy in the middle and secondary school, active learning, vocabulary comprehension, and writing strategies, assessment techniques, appropriate literature choices, and how to effectively incorporate a variety of materials in various content fields.

Master's-Level Courses (18 hours)

RDNG 510. Foundations of Teaching Reading. **3 hrs.**
This introductory course explores the historical, psychological, sociological, and cultural foundations that underlie the development of reading instruction. Throughout the course, candidates will examine theories of the reading process, literacy development in children, and effective pedagogical techniques.

RDNG 520. Sociocultural Context of Reading Education. **3 hrs.**
This course explores the theory and research of teaching reading to students of diverse cultural, linguistic, and learning backgrounds. Focus is also on selecting and using appropriate materials and approaches in teaching reading to diverse students.

RDNG 530. Leadership in Literacy. **3 hrs.**
This course is intended to develop in candidates a commitment to becoming a leader in literacy instruction and supervision. Candidates will explore the various responsibilities involved in leadership in literacy at the school, district, state, and national levels.

RDNG 540. Contemporary Methods of Reading Intervention. **2 hrs.**
A seminar course dealing with the current issues, trends, regulations, and innovations in assessing and teaching reading. *Prerequisites:* Undergraduate Education Degree and Teacher Certification.

RDNG 550. Assessment of Reading. **3 hrs.**
This will develop in candidates the theoretical understanding and operational skills in classroom-based and standardized reading assessment techniques that are essential to diagnose reading abilities and difficulties. Includes a 20-hour field placement in which candidates will select and use appropriate assessments in order to design individualized approaches in teaching reading.

RDNG 574. Practicum in Reading Placement. **4 hrs.**
Practicum is the culminating field-based experience in the public school classroom appropriate to the certification sought. Candidates teach under the direct supervision of an experienced teacher certified as a Reading Specialist. Total involvement in the school program is gained by a one-half day assignment five days a week to teaching responsibilities for a full rotation of six weeks. This opportunity blends theory into practice through application of learned concepts and instructional practices.

MASTER OF SCIENCE DEGREE IN ATHLETIC TRAINING

PROFESSOR: R. Daniel Martin, EdD, ATC
ASSISTANT PROFESSORS: Rae Emrick, MS, ATC, CSCS (CIE)(ACI), Drue Stapleton, M.Ed., ATC, CSCS (ACI)
CLINICAL INSTRUCTOR: Bonnie Smith, M.S.N., F.N.P.

The Athletic Training Master of Science degree is designed to provide students with the theoretical knowledge and understanding of the profession of athletic training beyond that of the entry level program and to enhance the quality of health care services for the physically active through the development of advanced clinicians. The program is a 12-month, 36 credit hour curriculum that blends classroom instruction and real clinical, practical experiences. Each fall and spring semester shall include a clinical practicum in which graduate students will be placed in various clinical placements (collegiate athletics, high school athletics, junior high athletics, etc.) Graduate students will need reliable transportation to and from clinical placements. Students must note that specific clinical placements may begin prior to the actual first day of class. Students will be required to complete a thesis or research project to fulfill the degree requirements. Students who graduate from the program and hold the ATC (Certified Athletic Trainer) credential, will be qualified to be employed as athletic trainers in secondary schools, colleges and universities, professional athletic teams, sports medicine clinics, physician's offices or in industrial preventative medicine clinics.

Admission to the Master of Science in Athletic Training:

The master's degree in athletic training is designed as a maximally time efficient mechanism by which graduates from any CAATE accredited curriculum can obtain an advanced degree, in addition to nationally recognized certifications as a Certified Athletic Trainer (ATC), Certified Strength and Conditioning Specialist (CSCS), and Emergency Medical Technician (NREMT-B). The major strength of this program is the fact that the student may complete all of this training in a one year plan of study. *Note: The Emergency Medical Technician (NREMT-B) course is an additional course for any non-West Virginia Wesleyan College ATEP graduate.*

Each applicant will be considered individually by the Master of Science in Athletic Training Admission Committee. For full consideration, each applicant must submit the following to the Office of Graduate Studies and Extended Learning Office:

- Be a graduate of a CAATE undergraduate curriculum.
- Be BOC certified or BOC eligible.
- Provide official transcripts for all undergraduate and graduate courses not taken at West Virginia Wesleyan College.
- Have an undergraduate GPA of 2.75 or higher in all previous undergraduate college work and a 3.0 or higher in any graduate work.
- Provide an official report of the Graduate Record Examination (GRE).
- Provide two letters of recommendation.

- Submit a current vita with relevant work experience.
- Complete the Application for Admission and submit with a $30 nonrefundable application fee.
- If applicable, submit an official report of the TOEFL.

Once admitted to the program, students must maintain a cumulative grade point average of 3.0 or above on all graduate work. Students must also complete at least one course per semester to maintain enrollment within the program. It is necessary to point out that the program is designed for completion in one calendar year and the student may not receive maximum benefits from an extended completion timeline. If the student fails to enroll for more than one semester, a new application for admission must be approved before resuming the program.

Candidates must complete the program within five years. Credits older than seven years will not be applied toward the master's degree.

Requirements for the Master of Science in Athletic Training: 36 hours, including EXSC 510, 520, 521, 525, 551, 560, 597, 620, 625, 630, 650 and 655.

MASTER'S COURSES:

EXSC 510. Graduate Clinical Internship. **3 hrs.**
One hundred hour offsite placement locally with physician specialists, physical therapists, nutritionists, emergency medical personnel, and/or other disciplines that are individually chosen by the student to compliment their personal and career interests goals, and preparation needs.

EXSC 520. Clinical Practicum I. **3 hrs.**
Clinical experience in athletic training that allows a greater understanding of the different members of sports medicine community; incorporating viewpoints into the process of making decisions about the care of the injured athlete; and allows students to broaden their exposure to administrative duties. Seminar discussions will be included.

EXSC 521. Clinical Practicum II. **3 hrs.**
Clinical experience in athletic training that allows students to broaden their experience and to develop advanced clinical skills, clinical thinking and problem solving abilities. Seminar discussions will be included.

EXSC 525. Pharmacology and Drug Therapy. **3 hrs.**
Principles of Pharmacology will be discussed including pharmacodynamics and pharmacokinetics. Pharmacotherapy is presented with a pathophysiological approach and emphasis is on major drug classifications and prototype drugs. Social, cultural, legal,, and ethical issues related to drug therapy are explored. Research related to the application of pharmacotherapy for the athlete and related issues are explored by the student.

EXSC 551. Statistics in Allied Health Research. **3 hrs.**
In depth exploration of statistical modeling including but not limited to multivariate techniques, single subject designs, ANOVA, ANCOVA, MANOVA, MANCOVA, regression models, path analysis, etc.

EXSC 560. Foundations of Strength and Conditioning. **3 hrs.**
This course is designed to provide students with a comprehensive review of muscle and cardiovascular physiology, biochemistry, and endocrinology related to the principles of

strength training and conditioning. Students will gain experience in the practical aspects of designing individual workout sessions, periodization and programming to enhance progression. Emphasis will be placed on program design, for individuals and groups, to enhance performance variables. The course is designed to assist the student in meeting the requirements to be eligible for and pass the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist exam (additional fee required for examination).

EXSC 597. Graduate Research Seminar. **4 hrs.**

In depth master's thesis development and proposal. Students will complete the first three chapters of the formal thesis and complete a departmental thesis proposal for review. Topics will include thesis development, types of research (including but not limited to literature review, meta analyses, case reports, etc) in current top tier refereed research publications. Students will also identify a journal of choice and submit the prospectus per its format for publication submission upon completion in spring.

EXSC 620. Advanced Orthopedic Assessment. **3 hrs.**

Advanced manual, radiologic, and other current evaluation methods in the orthopedic and sports medicine arena. Topics will include but are not limited to: Evaluation of orthopedic pathologies, advanced manual techniques, radiologic evaluation(s), surgical anatomy reviews, and surgical procedure observation and evaluations. Significant guest lectures by local and regional surgeons, and other physician specialists included.

EXSC 625. Advanced Physical Assessment. **3 hrs.**

An in depth and clinically advanced study of advanced medical assessment of common illnesses, and medical problems in the athletic and physically active population. Significant physician guest lectures and interaction.

EXSC 630. Evidence Based Medicine. **3 hrs.**

Students will gain a greater understanding of utilizing evidence-based medicine (EBM) theory and how it can be incorporated into athletic training daily practice.

EXSC 650. Graduate Writing/Thesis Defense. **3 hrs.**

Completion of data acquisition, analyses, and presentation of formal five chapter thesis document to committee. Also, the student will complete a formal thesis defense presentation to department faculty upon completion and submit to a research journal.

EXSC 655. Professional Topics Seminar. **2 hrs.**

Exploration of current professional topics including certification requirements, licensure, third party reimbursement, grantsmanship, and other professional domains in athletic training as defined by the NATA Role Delineation Study.

ACADEMIC POLICIES

ACADEMIC INTEGRITY

See policy under **Rules for Living**, page 172.

REGISTRATION

COURSE LOAD

Full-time tuition entitles a student to register for a maximum of 17 credit hours per semester, except for Music Education majors, for whom 18 credit hours are allowed. An average load is 15 hours; the minimum full-time load is 12 hours. Students who wish to enroll in more than 17 hours in a semester (or seven hours in any one summer term) must have sophomore standing, a minimum grade point average of 2.75, and the approval of the Dean of the College. An overload fee is charged. The Admission and Academic Standing Council may require a student to enroll for fewer than 17 credit hours.

WHEN TO REGISTER

All students must register at the beginning of each semester, May Term, or summer term by the official deadline published in the College calendar. A charge will be made for failure to register on the date designated for registration.

Students in residence during any semester or summer term are urged to preregister for the upcoming semester, academic year, May Term or summer term on dates designated.

CHANGES IN REGISTRATION

Students may change their registration for courses in accordance with College policies within the first five days of classes in any semester or within the first two days of classes of any May Term or summer term--the "add/drop period." Courses dropped within these time periods will not appear on the student's permanent academic record. No semester-long courses may be added to a student's schedule after these time periods. Eligibility to add or drop courses may be limited by specific academic policies. (See Withdrawal from Courses, below.)

WITHDRAWAL FROM COURSES

A student will be permitted to withdraw from a course only during the period desig-

nated in the academic calendar. Unless otherwise specified, the final date for withdrawal from a course of less than a semester's duration will be the midpoint of that course. In order to withdraw from a course, a student must complete the withdrawal form available in the Academic & Career Center.

If the student is granted permission to withdraw, a W (Withdrawal) is entered on the record. If a student discontinues a course after the specified date for withdrawal and/or without permission of the Dean of the College, FW (Failure, Irregular Withdrawal) is entered on the record.

CANCELLATION OF COURSES

A course may be subject to cancellation. The College reserves the right to cancel the course as late as the end of the schedule change period each term. Every effort will be made to work with students regarding program planning and placement in appropriate alternative courses.

AUDITING

A person who wants to audit a course must obtain permission from the Dean of the College, register as an auditor, and pay the auditor's fee for the course. (See Auditors in Expenses and Financial Aid section.) A full-time student may audit a course without having to pay the audit fee if the credit hours normally granted for the audited course would not create an overload, were they earned credits.

Auditors take no examinations, submit no written work, do no laboratory work, and receive no credit for courses audited.

ATTENDANCE REQUIREMENTS

Students are expected to attend classes and laboratory sessions. Missing a substantial portion of any class or laboratory session constitutes an absence. Missing sessions because of late registration may constitute absences. Faculty members may establish attendance policies that penalize students for classes missed.

A student who, in the judgment of the Admission and Academic Standing Council, has been grossly negligent in class attendance shall be subject to disciplinary action.

SEMESTER HOURS / CREDIT HOURS

A semester is a 15-week term. With some exceptions, a course meeting one hour per week for a semester carries one semester hour of credit; a course meeting two hours per week for a semester, two semester hours, etc. May Term and summer classes meet more frequently over shorter periods of time to achieve the same number of classroom hours.

CLASSIFICATION

Students who have earned 29 semester hours or less of college credit are classified as freshmen; those who have earned 30-59 semester hours of credit are sophomores; those who have earned 60-89 semester hours of credit are juniors; and those who have earned 90 semester hours of credit or more are seniors.

GRADES AND QUALITY POINTS

In order to remain in good academic standing, students must maintain a cumulative grade point average of at least 2.0 (1.75 for first-semester freshmen). See Requirements for Graduation, page 22, and Academic Status, page 160.

Grade	Explanation	Quality Points (per hr)	Grade	Explanation	Quality Points (per hr)
A	Excellent	4.00	D+		1.33
A-		3.67	D	Poor	1.00
B+		3.33	D-		0.67
B	Good	3.00	P	Pass	0
B-		2.67	F	Failure	0
C+		2.33	I	Incomplete	0
C	Satisfactory	2.00	W	Withdrawal	0
C-		1.67	WF	Withdrawal Failing	0
AU	Audit	0			

Grades of P, I, W and AU are not included in grade point average calculation. A grade of WF is the equivalent of a grade of F.

If a student who has been passing cannot complete work in a course because of illness or other sufficient reason, an I (incomplete) may be entered temporarily on the record. The course must be completed within the first six weeks of the next regular semester, except when an extension of time is granted by the Admission and Academic Standing Council. Otherwise, the I automatically becomes either an F or whatever grade the instructor assigns.

GRADE POINT AVERAGE

A student's grade point average (GPA) is computed by dividing the total number of quality points earned by the total number of graded semester hours for which the student has registered. Courses from which the student has withdrawn officially, courses in process, and courses in which a grade of Pass was earned are not included in this computation.

PASS/FAIL COURSES

A junior or senior student may choose to take one elective course each semester to be graded on a Pass/Fail basis with the approval of the instructor, faculty advisor, and Registrar. In order to receive a grade of Pass, the student must earn the equivalent of a 2.0 or above in that course. The student may not use this option for courses in the major or minor or required for general studies. The Pass or Fail will be entered on the student's permanent record. Courses for which a Pass is earned will fulfill hour requirements but will not affect the grade point average (GPA).

Pass/Fail application forms are available in the Office of the Registrar.

COURSES REPEATED

A course in which the final grade is C- through F may be repeated at Wesleyan. A C- To F Repeat Application form must be completed; forms are available in the Office of the Registrar.

When a course is repeated at Wesleyan, both the original grade and the grade in the repeated course will appear on the permanent record; the first grade will be ignored

when computing the student's grade point average. The last grade will be used in computation. If a student repeats a course more than one time, the last grade will always be used in computation.

When a course is repeated at another institution, the course must be approved by the Registrar's Office prior to enrollment. Both the original grade and the grade in the repeated course will appear on the permanent record; the grades will be averaged. Hours may only be earned one time for the same course.

If for any reason a student repeats a course in which a grade higher than C- has been received, only the first grade will be included in the calculation of the grade point average. The second grade will appear on the student's academic record, but the credit hours will be zero. However, for courses designed for incremental learning (e.g., applied music), duplicate hours of credit and all grades will be counted.

GRADE REPORTS

At the end of each semester, summer term and May Term, the College processes each student's grades. During the fall and spring semesters, progress reports are processed for students whose academic work is evaluated as deficient (C- through F) during the first five weeks of classes. Progress reports are available through the student's Web Advisor account and do not become a part of a student's permanent record.

Final grade reports are available to the students and their faculty advisors through their on-line Web Advisor accounts. A student may request a paper copy by completing the appropriate form in the Academic & Career Center.

DEAN'S LIST

Superior scholarship is encouraged and recognized by the publication of the Dean's List at the end of each semester. This list includes students who have achieved a grade point average of 3.5 or above for the semester, while completing a load of at least 12 semester hours with no incomplete grades.

ACADEMIC STATUS

GOOD STANDING AND GOOD STANDING WITH ACADEMIC WARNING

In order to remain in good academic standing, students must maintain a cumulative grade point average (GPA) of 2.0 or above. However, freshmen with a GPA of 1.75-1.99 at the end of their first semester of full-time study will be in good standing, but will be placed on *academic warning* for their next semester of enrollment. Students on academic warning will be encouraged to work closely with their academic advisors to develop strategies to improve their academic performance.

Students on academic warning may be ineligible for institutional financial aid.

ACADEMIC PROBATION

Students who fail to maintain good standing at the end of any semester of their enrollment at the College, but who were in good standing the previous semester and have not been on academic probation two times or more during their careers at Wesleyan, will be placed on academic probation. At the end of the probationary semester, students will

either (a) re-establish good standing or (b) be placed on continued academic probation, provided their GPA for the probationary semester was at least 1.01.

CONTINUED ACADEMIC PROBATION

Students who fail to achieve good standing at the end of a semester on academic probation, or who fail to achieve good standing and have been on academic probation two times or more during their careers at Wesleyan, or who fail to achieve good standing at the end of a semester on continued probation but earn a semester GPA of at least 2.2 on 12 credit hours, will be placed on *continued academic probation.* To continue enrollment after a semester on continued academic probation, students must (a) achieve good standing or (b) earn at least a 2.2 GPA on 12 earned hours. Students who fail to meet either of these standards may be suspended for academic reasons. Students suspended for academic reasons may appeal their dismissal; appeals will be judged on a case-by-case basis.

SPECIAL REVIEW OF CONTINUED ENROLLMENT

Students who earn a GPA of 1.0 or less during any semester of enrollment, regardless of their official student status, and who have not been suspended for academic reasons will be required to provide clear justification for their continued enrollment at Wesleyan. Permission to continue enrollment will be granted case-by-case, based on the merits of the student's request. First-semester freshmen who earn a GPA of 1.0 or less may be required to withdraw from the College. Students granted permission to enroll after a special review of their status will be placed on academic probation or continued academic probation.

ACADEMIC SUSPENSION AND DISMISSAL

Students at academic risk who fail to qualify for probation or continued probation are subject to academic suspension or dismissal. Students who are suspended or dismissed by the College for academic negligence prior to the completion of a term of enrollment shall have the grade of FW entered in their permanent records for the courses involved. West Virginia Wesleyan College also reserves the right to require students to withdraw if their scholarship proves unsatisfactory, or if their presence significantly deviates from standards and ideals the College seeks to maintain.

Academic suspension is a time-limited separation from the College. After review by the Academic Standing Council, a student may be suspended for either one semester or one year. A suspended student will be eligible to apply for readmission after the specified time period and upon meeting any conditions stated at the time of suspension. A student may be suspended only twice. Subsequent lack of academic progress will result in dismissal.

Academic dismissal is a complete separation from the College. After five years, a dismissed student may initiate an application for readmission by contacting the Admission Office.

ACADEMIC CREDIT

CREDIT BY EXAMINATION

Students who take the College Board Advanced Placement Program examinations and achieve a score of three or higher will in most cases be eligible for credit in the appropriate course (s) upon enrollment at Wesleyan.

Entering students may receive credit for the College Level Examination Program (CLEP) through general examinations when they achieve the passing score set by Wesleyan.

Students must be enrolled at Wesleyan to take advantage of credit by examination. Credit will be awarded only when it does not duplicate or significantly overlap credit which already appears on the student's official college transcript. Likewise, exams may not be taken for credit by a student who has already completed a course for which the credit is requested is a prerequisite. A student may not take an exam for a course in which he or she has been enrolled previously. General information regarding acceptance of credit is available from the Office of the Registrar.

TRANSFER CREDIT

West Virginia Wesleyan College accepts transfer credit from regionally accredited colleges and universities in the United States as well as from officially recognized colleges and universities in other countries. Credit earned in the arts, letters, and sciences, and selected professional disciplines is eligible for transfer to Wesleyan. Credit may be accepted by special arrangement from a non-accredited institution; however, credit will not be posted to the student's permanent record until the student has completed one academic year of work at Wesleyan with an average grade of C (2.0). The Admission and Academic Standing Council may require examinations to demonstrate proficiency in work taken at non-accredited institutions. The Office of the Registrar is responsible for the evaluation and acceptance of transfer credit.

Wesleyan students may complete work toward a Wesleyan degree at another institution. However, they must receive approval for specific courses prior to enrolling in them to guarantee that they will be accepted by the College and will satisfy intended degree requirements. No more than 60 semester hours of credit may be transferred from a junior or community college. No more than 90 semester hours of credit may be transferred from a four-year college.

ALTERNATIVE ENTRY PROGRAM

See description under Admission on page 177.

CREDIT FOR EDUCATIONAL EXPERIENCE IN ARMED FORCES

The College may grant appropriate credit, as recommended in *The Guide to the Evaluation of Educational Experiences in the Armed Services,* and as modified or superseded by later recommendations of the Commission on Educational Credit of the American Council on Education, to students who either submit satisfactory documentary evidence (e.g., DD 214), or demonstrate on such tests as the College may prescribe that

they have achieved, through educational experience in the armed services, a satisfactory degree of mastery of any subject for which the College regularly gives credit.

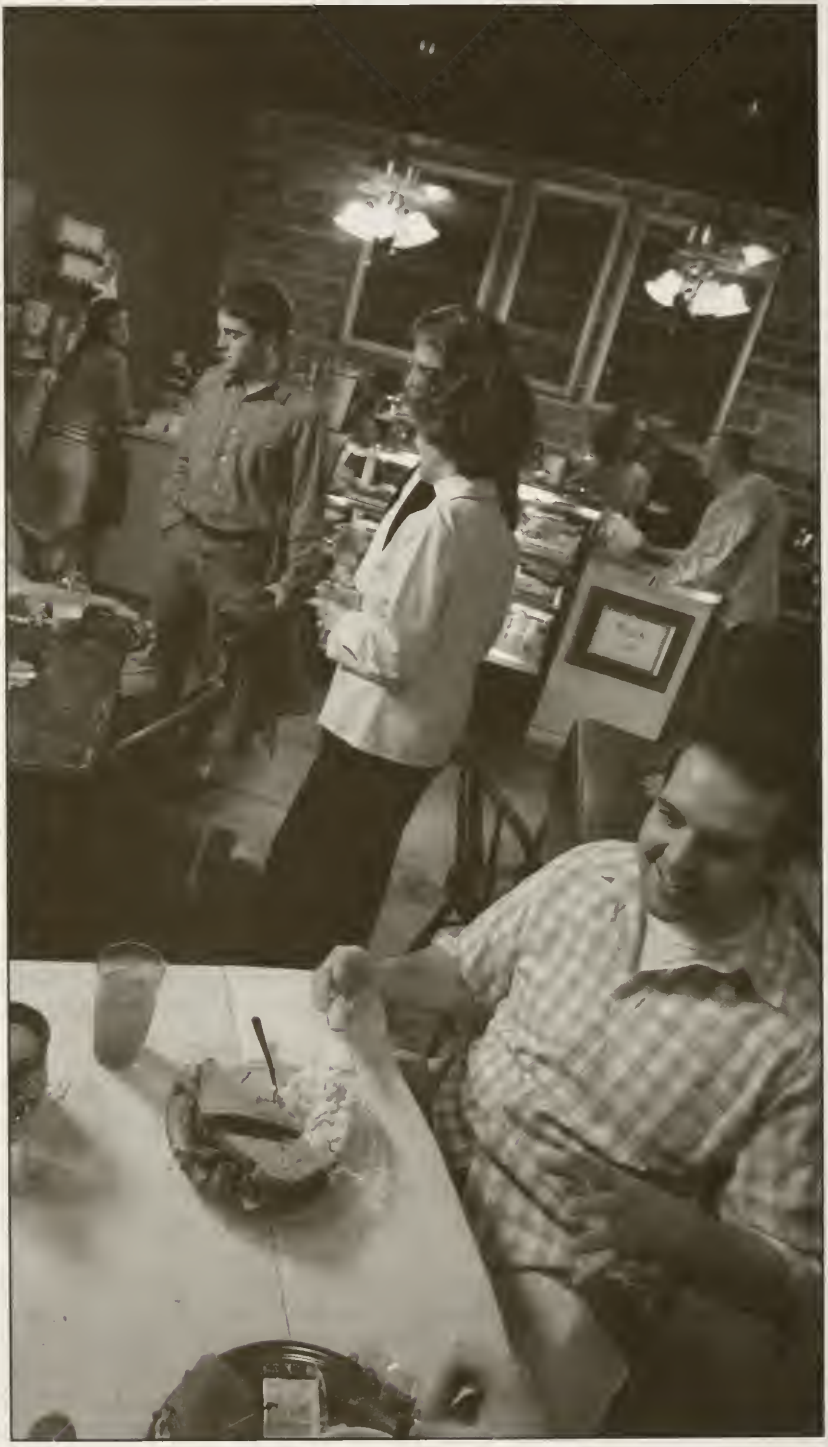
In granting credit under these regulations, no duplication of credit will be allowed, and no fractional credits will be granted. Credit in physical education may be allowed for educational experience in the armed services only when the applicant has completed 12 continuous months of active military service. Credit for educational experience gained in the armed services will be recorded only for persons who are currently enrolled as students in the College.

Interested persons should consult the staff in the Office of the Registrar.

ASSESSMENT OF STUDENT ACADEMIC ACHIEVEMENT

Wesleyan engages in the systematic, ongoing assessment of student academic achievement as a means of improving academic programs and reinforcing the College's commitment to its educational mission. Assessment activities are designed to determine student growth and to measure student achievement, both in general studies and in the academic major. For purposes of institutional program review, students may be required to participate in national or departmental assessment examinations.

Although student participation in assessment activities is required, confidentiality of data will be strictly maintained. Individual scores or responses will not become part of the student's permanent academic record, and reports of assessment results will be in aggregate form.



STUDENT LIFE

The College considers community living, co-curricular activities, and campus leadership as significant complementary elements of a liberal arts education. The College is committed to a challenging academic program in a residential setting that helps students appreciate diversity, accept responsibility for their own actions, respect the value of community life, and exercise their leadership capacity.

THE CHAPEL AND RELIGIOUS CENTER

The placement of Wesley Chapel at the center of the campus was quite intentional. The presence of the Chapel affirms Wesleyan's commitment to the integration of intellectual, spiritual, and social concerns.

Each Tuesday morning during the academic year worship services are provided for the campus community to gather for spiritual, intellectual, and social nurture and challenge. College policy requires that no other activities--including classes, department and organization meetings, rehearsals, seminars and practice--be scheduled during the weekly chapel time so that all students, faculty and staff will be free to attend and participate in chapel if they choose. The chapel time features a variety of programs conducted by the Dean of the Chapel, guest presenters, artists and speakers, students, staff and faculty, and community leaders. Catholic Mass is offered each Saturday evening in the Meditation Chapel.

Wesley Chapel is the site of all-campus convocations, cultural events, and celebrations. The Chapel program also sponsors activities such as the Peace and Justice Committee, Christmas on Campus, Hanging of the Greens, Community Service Center activities, and Christian service organizations such as Sigma Theta Epsilon and Kappa Phi. Other Chapel-sponsored groups include Chapel Choir, Campus Crusade for Christ, Intervarsity Christian Fellowship, Wesley Fellowship and the Catholic Campus Ministry. The Dean of the Chapel encourages the formation of new groups to meet the ongoing spiritual needs of students, staff and faculty.

Martin Religious Center, located in the rear of Wesley Chapel, houses the Meditation Chapel, which is open to all within the Wesleyan community for private meditation and small group worship.

Wesleyan is open to persons of all faiths. Wesley Chapel and Martin Religious Center stand as symbols of both our Christian heritage and identity and our openness to religious diversity. The Dean of the Chapel encourages all members of the campus community to seek ways in which to practice their spirituality.

THE PHYSICAL EDUCATION CENTER

The John D. Rockefeller IV Physical Education Center includes a spacious main gymnasium, which seats more than 3,700 spectators, accommodates intercollegiate basketball and volleyball and, with its portable stage, is the venue for concerts and large-scale events. The Center also contains an auxiliary gym, an indoor Astroturf facility, an anatomy and physiology laboratory, athletic training rooms, racquetball courts, an indoor tennis court, an indoor golf practice area, a dance studio, a weight room, and fitness facilities. Well-maintained playing and practice fields, a lighted soccer stadium and an all-weather outdoor track complement Wesleyan's athletic facilities.

Rockefeller Center is home to the College's 17 intercollegiate varsity sports, the athletic training academic program, and an extensive array of offerings. The College pool is located in the adjacent Campus Center.

HEALTH SERVICES

Barnhart Memorial Health Center provides out-patient medical treatment service with registered nurse, nurse practitioner and local physician coverage during scheduled daytime office hours. When students are admitted to Wesleyan, they must submit a physical examination and immunization report.

Accidents or cases of serious illness which occur during hours when the Health Center is closed are referred to the emergency room at St. Joseph's Hospital, which provides 24-hour emergency service. All students receiving medical care from local providers must assume the responsibility of payment directly to the physician or hospital from personal funds or through their hospitalization programs. The College cannot assume responsibility for prolonged or specialized medical care or for hospitalization.

Accident and sickness insurance is required for all students, most of whom are provided coverage through their parents' policies. Students will be billed an annual premium for a plan offered through the College unless a Student Waiver Card is submitted that lists the provider which provides current coverage.

THE CAMPUS CENTER

The Benedum Campus Center is a place of recreation, relaxation, and work. It houses the College Bookstore, Post Office, radio station, Sunny Buck's (convenience store), and the Cat's Claw (restaurant/club), as well as facilities for swimming, billiards, pinball, video games and reading. Offices of the student newspaper, yearbook, student organizations, Vice President for Student Affairs, and various student life staff are located in the Center.

Most of the campus social and cultural programming is coordinated by the Director of Campus Activities and Campus Activities Board. Each weekend, entertainment such as concerts, variety shows, comedians, dances, and box office films is presented. Other activities include recreational trips, athletic tournaments, game nights, and student talent shows.

The French A. See Dining Center, connected to the Benedum Campus Center, offers varied meal plans for residential and commuter students in an environment that is spacious and attractive.

CULTURAL EVENTS

The Arts Alive! Committee and Campus Activities Board together provide the campus with numerous cultural activities, including concerts, dramatic productions, musical performances, modern dance and ballet, and lectures. Touring artists such as Aquila Theatre Company, American Boy Choir, Yellowjackets and Hubbard Street 2, as well as residencies by artists and writers have enriched the campus in recent semesters.

COMMUNITY COUNCIL

Coordination of campus activities and student organizations and oversight of quality of life issues on campus and in the residence halls are the responsibilities of Community Council, an organization perhaps unique to the Wesleyan campus. Made up of student representatives as well as representatives of campus organizations, faculty, and administration, this body meets bi-weekly to facilitate campus communication and to provide leadership in dealing with campus problems and issues. Meetings of Community Council are open to all who are interested.

STUDENT ACTIVITIES

Students are urged to become involved in any of a wide range of activities and organizations. For example, Wesleyan men and women participate in a total of 17 intercollegiate sports and support an active and competitive intramural program. Wesleyan's musical organizations--Concert Chorale, Concentus Vocum, Concert Band, and Jazz Band--have received recognition throughout the eastern United States. Interest runs high in these and other musical ensembles.

Students interested in drama may audition for any of a number of major productions or student-directed performances each year. Students interested in journalism and communication find their way to the offices of the *The Pharos, Murmurmontis,* and *Vandalia,* the campus newspaper, yearbook, and literary magazine, or to the campus radio station, C92.

Five national social fraternities maintain fraternity houses near the campus: Chi Phi, Kappa Alpha Order, Alpha Sigma Phi, Theta Chi, and Theta Xi. Four national sororities occupy meeting suites in a special wing of Holloway Hall: Alpha Delta Pi, Alpha Gamma Delta, Alpha Xi Delta and Zeta Tau Alpha.

Departmental organizations include the American Marketing Association, Beta Beta Beta (Sciences), Computer Science Club, Economics Club, Engineering Physics Club, Pre-law Club, Pre-Physical Therapy Club, Public Relations Club, Sociology Club, Student Art League, Student Athletic Trainers, Standard Deviators (Math), Students in Free Enterprise, Student National Education Association, and Student Nurses of Wesleyan.

Interest groups recognized as campus organizations include 4-H Club, Alpha Phi Omega Service Fraternity, Black Student Union, Campus Activities Board, Religious Life Council, College Republicans, International Student Organization, Kappa Phi (Christian Women), Model UN, Phi Mu Alpha Sinfonia (Men of Music), Sigma Alpha Iota (Women of Music), Sigma Theta Epsilon (Christian Men), United Through Diversity, Wesleyan Ambassadors, Young Democrats and Heritage of Hues.

HONORS, AWARDS AND HONORARY SOCIETIES

In addition to the Hallam Mathematics Honorary, Wesleyan has chapters of a number of honorary societies: Alpha Lambda Delta (Freshman Scholarship), Alpha Psi Omega (Dramatic Arts), Beta Beta Beta (Biology), Delta Mu Delta (Business), Gamma Sigma Alpha (Greek Women), Kappa Delta Pi (Education), Kappa Pi (Art), Lambda Pi Eta (Communication), Mortar Board (Leadership), Omicron Delta Epsilon (Economics), Omicron Delta Kappa (Leadership), Order of Omega (Greek), Phi Alpha Theta (History), Phi Kappa Phi (Scholarship), Phi Sigma Tau (Philosophy), Pi Gamma Mu (Social Science), Phi Mu Alpha Sinfonia (Music), Psi Chi (Psychology), Sigma Alpha Iota (Women in Music), Sigma Theta Tau (Nursing), and Sigma Tau Delta (English).

A special Honors Convocation is held annually at the College. The following honors and awards are among those presented to Wesleyan students who have distinguished themselves during the academic year:

* *Outstanding Seniors*
* *Sheridan Watson Bell Religious Life Influence Award*
* *Pamela Thorn Memorial Humanities Scholarship*
* *Senior Activity Keys*
* *International Student Ambassador*
* *Academic Departmental Recognitions*
* *Honorary Association Awards*
* *Sam Ross Scholar-Athlete Award*
* *Who's Who Among Students in American Colleges and Universities*
* *Wesleyan Spirit Awards*
* *William B. Hatfield Fine Arts Award*

STUDENT SERVICES

Wesleyan faculty and staff believe that social maturity and values clarification are important aspects of the student's intellectual and personal development. We provide a range of services and programs that can help students achieve goals in these areas. These include career planning and job search guidance; intercultural student programming; community service opportunities; retention coordination; undeclared student advising; personal counseling and assessment; internship and study abroad guidance; housing of students and residence hall programs; campus activity and outdoor recreation programming; Greek affairs coordination; health, wellness and medical programs; and campus safety.

ORIENTATION

The orientation program for all new freshmen is designed to assist incoming students in making a successful transition from high school to college, and to assist transfer students in making a smooth transition to a new environment. The program includes general information, academic advising, counseling and registration for classes. (See Calendar for dates.)

All freshmen either participate in the full-semester, one-credit Freshman Seminar course or in a pilot program consisting of eight four-credit topics courses which cover selected subject matter, student life issues, and writing across the curriculum. Students will meet in small groups with a faculty leader and two upperclass students who are prepared to assist new students to achieve success in and beyond the classroom. In the

student life class sessions, freshmen participate in laptop computer training, library orientation and transition-to-college sessions.

COUNSELING SERVICES

The objective of the Counseling and Wellness Center is to assist students in resolving personal and educational concerns, developing self-management and interpersonal skills, and learning to improve individual well-being. A variety of services is offered, including individual and group counseling, educational programs and resource materials on a variety of important issues, support groups, and a comprehensive drug and alcohol education program. These services are free and confidential.

If a student needs specialized services not available on campus, the staff will make an appropriate recommendation or referral.

ACADEMIC & CAREER CENTER

Students are encouraged to begin the process of career planning as early as the freshman year. Advisors in the Academic & Career Center help students learn how to plan effectively for course selection and career decision-making and assist students with the assessment of job and career opportunities.

A collection of career-choice materials and a library focused on career opportunities are available for student use. Freshmen and sophomores may choose to receive assistance in identifying personal strengths and relating them to career options by registering for the one-credit Career Planning course. Juniors and seniors preparing for the employment search may register for the one-credit Job Search course where they learn skills in resume and cover letter writing, and practice effective interviewing techniques. An extensive alumni network for career guidance, internship planning and job placement is accessible to all students.

LEARNING CENTER

Support for All Students

The Learning Center offers assistance to students who are interested in enhancing their academic performance. Through individual conferences and small group classes, students are encouraged to target and correct problems that interfere with academic success and to use cognitive strengths to deepen their learning process. The College Study Strategies class helps incoming students make the transition to college level academics. Graduate School Test Preparation assists upper level students in developing a strategic plan to prepare for examinations such as the GRE, LSAT, and GMAT. All students may come to the Center to receive individual academic guidance from the professional staff, to participate in the Walk-In Peer Tutoring system that is certified by the College Reading and Learning Association, and to use computer software programs to broaden skills in math, writing, reading, vocabulary development, word processing, and study techniques.

Support for Students with Documented Learning Disabilities (foundational program)
The College holds a strong commitment to providing excellent support to students with documented learning disabilities. An individually structured program has been designed to accommodate students with varying needs. Master's level professionals in the fields of Learning Disabilities, Reading, Education, and Counseling work to help each student design strategies for academic and personal success. Accommodation Plans are deter-

mined through a review of the documentation provided by the student and the recommendations of the student's Comprehensive Advisor, who works closely with each individual. For more information about eligibility and requirements for accessing this support system, contact the Director of the Learning Center.

Mentoring to Support Student Transition and Persistence

The Mentor Advantage Program offers strategic organizational and academic support to the student who is making the transition to college. Through participation in organizational mentoring and strategic content tutoring, the student is guided to plan academics, to start to work, to develop strategies to understand and complete course requirements, and to follow through on academic tasks. Students are assisted to build personalized strategies based on their unique processing strengths. In the **Transition Phase,** students enrolled in the Mentor Advantage Program have the opportunity to meet one-on-one with mentoring staff five hours weekly to organize and carry out coursework preparation. A professional tutor will be on duty 15 hours per week to provide academic support between the hours of 6:00 and 9:00 p.m. in the Learning Center study area, Sunday through Thursday, while the College is in session. During the first two semesters, students will engage in weekly group discussions that focus on adapting to college life and developing self-regulated learning skills. After a successful transition to the College is made, the opportunity to stay enrolled in the Mentor Advantage Program while scaling down to a less intense level of assistance in the **Persistence Phase** of the programn is available. In addition, students may register for elements of this program; for example, a specified number of Strategic Content Tutoring hours may be taken as needed in certain subject areas during student enrollment. This is a fee-based program.

Support for Students with Receptive and Expressive Language Processing and Math Comprehension Difficulties

This fee-based service is offered to all Wesleyan students who have reading, writing, cognitive processing, verbal expressive, and math difficulties. Many students who receive support and services from the Learning Center also enroll in LBP. Consistent application with Wesleyan's LBP Learning will improve skills required for accurate decoding, quick work recognition, and comprehension for the increased volume of information facing today's college student. The components of this program include: **LiPS** (Lindamood Phoneme Sequencing), **V-V** (Visualizing and Verbalizing for comprehension), **LBP Math** (**V-V** and **symbol imagery** to help students who have language and working memory difficulties succeed with math) and **Application** (applying these skills to actual course work).

TESTING SERVICES

The College provides testing services to assist students seeking professional certification and admission to graduate and professional programs.

West Virginia Wesleyan College is a Controlled Test Center for the administration of the American College Test (ACT); Graduate Record Examination (GRE) -- subject examinations only; and The Praxis Series and School Leadership Series -- for teacher education. Information about these tests is available in the Finance Office.

WRITING CENTER

Staffed by student writing consultants and a faculty/staff member, the Writing Center is open to all students seeking help with writing assignments for any course. The Writing Center is a place where students can work on any aspect of writing, from conceptualizing a paper topic to revising drafts. Staff can also assist students with personal writing, such as resumes and cover letters, graduate school application essays, articles for publication, and evaluation of writing samples for GRE, LSAT, and GMAT. Students may call in advance for appointments; walk-in appointments are generally available as well.

RESIDENTIAL SYSTEM

HOUSING

The College houses approximately 85 percent of its students in seven residence halls and a complex of apartments and suites. Full-time students are required to live and board in College residence halls during the regular academic year. Students who live with their parents, married students, non-traditional students and students with children may be classified as commuters. A limited number of qualified students may receive a waiver from the residential requirement by participating in the off-campus selection process.

Rooms in the residence halls are furnished with beds, mattresses, desks, desk chairs, dressers, closet space, and window shades. Internet, telephone and stereo/TV cable hook-ups are included in the room charge. Students may subscribe to long distance service. Each residence area maintains study facilities, a vending area, and laundry facilities.

A comprehensive first-year program called SMART (Students Managing Academic and Residential Transitions) assists new students in the transition to campus life.

College regulations are found in the *West Virginia Wesleyan Student Handbook.* This publication is accessible on the College's website.

FOOD SERVICE

Campus dining is provided in the French A. See Dining Center, where meals and menus are provided by a contracted professional catering service. Selections include traditional entrees, grill items, deli sandwiches, pizza, pasta, and specialty bars. Vegetarian choices are available at every meal.

Currently, two meal plans are offered, a 20-meal plan plus 120 points and a 14-meal plan plus 200 points. The plans provide 20 or 14 meals each week during the academic year plus points (dollars) annually to spend in the Cat's Claw. Specific information about meal plans is available in the Academic and Career Center.

All students residing in the residence halls, except for the Camden Avenue Apartments, are required to board on campus. A commuter meal plan is optional for students living off campus.

Sunny Buck's convenience store, located in Benedum Campus Center, provides pastries, cappuccino, sandwiches, and snacks during daytime and evening hours, and the Cat's Claw serves as a restaurant and non-alcohol pub from noon until late evenings, offering a full menu including specialty coffees and desserts.

RULES FOR LIVING

From its founding and through its developing years, the College has been committed to the basic principles and standards established by The United Methodist Church and its West Virginia Annual Conference, as they relate to learning, social conduct, and cultural and spiritual enrichment.

The College reserves the right, privilege and responsibility for establishing and maintaining appropriate rules of social conduct, which will be published in the *Student Handbook*.

ACADEMIC INTEGRITY

The common enterprise of a college is learning. In all cases, learning demands integrity. At Wesleyan, as in all academic communities, claiming another person's work as one's own is a serious offense subject to disciplinary action and even dismissal.

ALCOHOL AND OTHER DRUGS

The College prohibits the illegal use of alcohol and drugs on College property or property used by any recognized student or College group. Regulations regarding alcohol and drug use are contained in the *Student Handbook*, housing contract, and substance-free living agreement, and adherence is expected of all students enrolled at Wesleyan. The United Methodist Church encourages abstinence from alcohol and illegal drugs and supports educational programs that inform and encourage abstinence. While abstinence may be preferred, the College acknowledges other choices that students may make with respect to alcohol use and works aggressively to educate students regarding community responsibility and Wesleyan's expectations for all members of the student body.

SOCIAL RESPONSIBILITY

All individuals and/or groups of the West Virginia Wesleyan College community are expected to speak and act with respect for the human dignity of others, both inside and outside the classroom and in social, recreational, and academic activities either on campus or sponsored by the College.

West Virginia Wesleyan College will not tolerate any form of harassment or intimidation, including, but not limited to, sexual, racial, religious, or age discrimination. Attitudes of condescension, hostility, role-stereotyping, and sexual or racial innuendo are considered forms of harassment. Wesleyan will not tolerate acts of hazing or the exploitation of individuals or groups. The College affirms the principle of academic freedom and prohibits discrimination against individuals or groups because they express different points of view, but it also affirms that freedom of expression does not justify violating human dignity.

THE COLLEGE JUDICIAL SYSTEM

Rationale for Discipline

By applying for and accepting admission to West Virginia Wesleyan College, students voluntarily become part of a living and learning community based on mutual respect, honesty, and trust. The opportunity for free inquiry and free expression essential to the

educational process exists only within a system of basic order that supports it. To maintain this requisite order, each member of the Wesleyan community accepts responsibility for personal actions and adheres to and respects the general regulations of the College as well as the laws of the larger society, including municipal, state, and federal statutes. When individuals fail to accept these responsibilities, the College will impose disciplinary sanctions in order to protect the campus community and to uphold the ideals and standards the College seeks to maintain.

Administrative Authority

The Board of Trustees of West Virginia Wesleyan College possesses by legal charter ultimate authority for the College. The Trustees have entrusted the President of the College with the responsibility and authority to develop and supervise the operation of the disciplinary function. The President, in turn, has designated the Vice President for Student Affairs as the primary officer in charge of maintaining and supervising the judicial process.

Colleges and universities are not expected to develop disciplinary regulations written with the scope or precision of a criminal code. Rare occasions may arise when conduct is so inherently dangerous to the individual or to others in the community, or raises a substantial threat to the basic ideals and standards of the College, that extraordinary action not specifically authorized in the rules must be taken. West Virginia Wesleyan College reserves the right to take necessary and appropriate action to remedy serious academic or social problems, including disciplinary warning, disciplinary probation for a stated period, suspension or dismissal.

The standards and operating procedures of the judicial system are found in the Code of Conduct published in the *Student Handbook.*

Use of Cars

Any student enrolled at Wesleyan may operate a motor vehicle at West Virginia Wesleyan but is required to register it with the Office of Campus Safety and Security and purchase a numbered parking decal for each vehicle. Every motor vehicle driven by a student must have in force bodily injury and property damage liability insurance. Any student who makes reckless or improper use of a car, fails to register a vehicle properly, or consistently violates traffic standards will lose the privilege of driving while at Wesleyan. Regulations describing the use of parking areas, restricted zones, time limits, and financial penalties for traffic violations are outlined in the online *Student Handbook* and can be obtained at the Security Office.

Admission

Wesleyan seeks students with inquiring and creative minds who will profit from a liberal arts program in an atmosphere of freedom with responsibility.

Students are selected by the Office of Admission on the basis of academic ability, interests, academic preparation, character, and promise, as indicated by their own statements on the application, as well as by high school or college records, recommendations, and standardized test results. Since applicants are considered on their own merit, the College invites applicants for admission to supply further evidence to indicate their competence and eagerness to deal with a demanding and exciting program.

Open without discrimination to all qualified students, the College reserves the right to refuse to admit any applicant who, because of low scholarship or citizenship record, is deemed by the Admission and Academic Standing Council to be unlikely to succeed within the standards the College seeks to maintain.

HIGH SCHOOL GRADUATES

Persons wishing to be admitted directly from high school should present the following items to the Director of Admission:

1 An application for admission on a form furnished by the College with a $35 fee (non-refundable). The application may also be submitted (no application fee) through the West Virginia Wesleyan College Home Page (www.wvwc.edu). Students who visit the campus prior to submitting an application will receive a paper application fee waiver.

2 A transcript of record from an accredited high school showing courses pursued, grades earned, and credits earned in *at least* grades 9 through 11. In addition to any transcript used in the application process, a final copy certifying graduation must be submitted prior to actual enrollment. Students who have taken college courses while in high school must submit an official college transcript to document all college work.

3 A record of either SAT I (Scholastic Aptitude Test) or ACT (American College Test) scores. The ACT Writing Assessment is optional.

Applicants from non-accredited high schools or completing General Educational Development testing may be considered for admission if satisfactory ability and achievement are demonstrated.

West Virginia Wesleyan processes applications on a rolling basis. Notification letters of admission decisions are sent after October 1. Upon receipt of all required

information, an admission committee reviews applications and notifies applicants of its decisions, normally within three weeks. It is recommended that incoming freshmen apply before March 1.

TRANSFER STUDENTS

Persons seeking to transfer from another accredited college or university may be admitted to advanced standing upon presentation of the following items to the Office of Admission:

1 An application for admission on a form furnished by the College with a $35 fee (non-refundable). The application may also be submitted (no application fee) through the West Virginia Wesleyan College home page (www.wvwc.edu). Students who visit the campus prior to submitting an application will receive a paper application fee waiver.

2 An official transcript showing all credits attempted at all post-secondary institutions previously attended.

3 A high school transcript certifying graduation and showing courses pursued and grades earned and either SAT I or ACT scores if the cumulative college grade point average is less than 2.5.

Wesleyan will accept for transfer credit courses compatible with its academic program. Grades and hours so earned shall count toward graduation. The College accepts no more than 60 semester hours of credit from a junior or community college. The College accepts no more than 90 semester hours of credit from a four-year college.

Credit for courses taken in non-accredited institutions may be accepted by special arrangement. See Transfer Credit, page 162.

ADMISSION WITH ASSOCIATE DEGREE

Students who transfer to Wesleyan with an associate degree from a regionally accredited community or junior college may be admitted with the degree credited as fulfilling Wesleyan's general studies requirements when the total educational background, including high school record, shows compatibility with Wesleyan's general studies requirements. Deficiencies in general studies requirements, as determined by Admission and Academic Standing Council, must be satisfied after enrollment at Wesleyan. West Virginia Wesleyan College does not accept more than 60 semester hours of credit from a junior or community college.

READMISSION OF FORMER STUDENTS

Former students who were in good standing may be readmitted upon completion of the appropriate forms in the Admission Office.

Former students who were not in good standing may seek to be readmitted after meeting the conditions stated at the time of dismissal and upon completion of the appropriate forms. Transcripts of any credits completed at other institutions of higher learning should be filed with the application for readmission, which is available upon request from the Office of Admission or through the West Virginia Wesleyan College home page (www.wvwc.edu).

OTHER CLASSIFICATIONS

INTERNATIONAL STUDENTS

The primary language of instruction at Wesleyan is English. The College offers a program in English as a Second Language (ESL) to assist international students whose primary language is not English. Applicants from abroad will be required to certify their language competency through a TOEFL score of 550 or computer-based TOEFL score of 213, or they may be required to enroll in courses in the ESL program. This program carries an additional fee. Information on required standards and a special application form are available from the Office of Admission or through the West Virginia Wesleyan College home page (www.wvwc.edu).

ALTERNATIVE ENTRY PROGRAM

The Alternative Entry Program is designed to meet the needs of those persons 25 years of age or older who are interested in pursuing an academic degree program. Alternative Entry credit allows the possibility of life experience and noncollegiate educational credits being applied toward the degree, based on the student's background and work experience. Up to 30 hours of credit may be achieved through the program. Evaluations will be made by the Alternative Entry Program Coordinator. Contact the Academic Affairs Office for more information.

CONDITIONAL ADMISSION

At the discretion of the Director of Admission and the Dean of the College, students may be admitted conditionally or on academic probation. All restrictive conditions will be specified at the time of admission. Those who fail to meet the conditions and/or maintain a satisfactory record are subject to dismissal. See the Academic Status section in this catalog for details.

SPECIAL CATEGORY

Students wishing to take one or more courses without pursuing a degree from Wesleyan must submit a special student application for each semester that they plan to enroll. *No student financial aid is available for special category students.* Contact the Office of Admission for details.

ADVANCED PLACEMENT BY EXAMINATION

The College participates in the Advanced Placement Program of the College Entrance Examination Board. Students who have taken and satisfactorily passed college-level courses in high school and who have passed the Advanced Placement Examination of the Educational Testing Service at the level of three or higher may apply to the College for credit or advanced placement in these subjects. These examinations are administered in the spring. Applicants must have results sent to the Office of Admission for verification prior to the fall semester.

General information regarding acceptance of credit is available from the Office of the Registrar.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The College recognizes the International Baccalaureate Diploma Program. Students who have successfully completed the IB program and earn a score of four or above on higher-level examinations may apply to the College for credit or advanced placement in the appropriate subjects. These exams are administered in the spring. Applicants must have results sent to the Office of Admission for verification prior to the fall semester.

Expenses and Financial aid

EXPENSES

APPLICATION FEE

The paper application fee for admission is $35. Students who visit the campus prior to submitting an application will receive an application fee waiver. There is no charge to apply for admission online.

ENROLLMENT DEPOSIT

All new students, including freshmen, transfers and former students who have been readmitted, shall make an enrollment deposit with the Office of Admissions in the amount of $200. This deposit will be treated by the Business Office as an advance payment against the student account. The deposit may be refunded to prospective students who notify the College in writing of withdrawal not later than May 15. Students who deposit under the Early Decision Program will not receive a refund of the enrollment deposit.

ORIENTATION FEE

To cover the cost of the Orientation program, each new first-year student pays a fee of $200, which covers the cost of all family meals.

ESTIMATE OF EXPENSES

2008-2009	Fall Semester	Spring Semester	Year
Tuition	$11,015	$11,015	$22,030
Activity Fee	100	100	200
Facilities Fee	100	100	200
Information Technology Fee	325	325	650
Accident & Sickness Insurance*	250	0	250
Room (Double Occupancy)	1,680	1,680	3,360
Board	1,555	1,555	3,110
Total	$15,025	$14,775	$29,800

*Unless waiver provided by September 5, 2008.

This estimate does not include miscellaneous fees, books, travel, clothing, amusements, and other personal expenses. Consult the Business Office for a complete schedule of fees and charges. The College reserves the right to change any of the charges at any time.

TUITION

Academic Year: The tuition charge (2008-2009 is $11,015 per semester for all students carrying 12 through 17 credit hours of work. For students carrying 9 through 11 credit hours of work, the charge is $920 per credit hour. For those carrying 1 through 8 credit hours, the charge is $320 per credit hour. For each credit hour carried in excess of 17, the charge is $460.

Master Level Classes: The tuition charge for Master level classes is $360 per credit hour.

May and Summer Terms: The tuition charge for courses taken during May and Summer Terms -- TBA.

MISCELLANEOUS FEES

Students enrolled in certain courses or programs may be assessed special fees to cover unique expenses. Consult the Business Office for a complete schedule of fees and charges.

Accident and Sickness Insurance: Accident and sickness insurance is required for all students unless they submit a Student Waiver Card showing that they are covered by medical insurance. The annual cost is $250. (See Health Services on page 166) The annual cost for **International Student Insurance** is $650.

Activity Fee: Full-time students are assessed an activity fee of $100 per semester for the fall and spring semesters.

Applied Music Fee: For individual instruction in music, the charge is $125 per credit hour for music majors; the charge is $250 per credit hour for music minors and non-majors.

Art Studio Fee: Students enrolled in ART 123 will be assessed a fee of $35 per course. Students enrolled in ART 151, 211 or 212 will be assessed a fee of $25 per course.

Auditors: Auditors pay $200 for each undergraduate course audited. However, if an audited course does not constitute an overload for a full-time student, no audit fee is required. If any portion of the course audited represents an overload, the full fee of $200 shall be due. Auditors pay $200 for each graduate level course audited.

Automobile Registration Fee: Students must register their vehicles with the Office of Campus Safety and Security. The registration fee is $75 per year.

Breakage and Damage to Property: A charge will be made to cover the cost of equipment broken in laboratories.

A charge will be made to cover any damage done to College property beyond the wear caused by normal and proper use thereof. Damage in College housing not chargeable to an individual will be shared by occupants of the residence hall, floor, or other designated area.

Business Course Fee: All students enrolled in BUSI 219 Accounting Information Systems will be assessed a fee of $50.

Dance Course Fees: All students enrolled in dance courses will be assessed a fee of $25 per course.

English as a Second Language Program: Students enrolled in English as a Second Language courses are charged $150 per credit hour.

Facility Fee: All full-time students are assessed a facility fee of $100 per semester.

Graduation Fee: During the registration period for the semester or summer term in which students complete requirements for a degree, they will pay a graduation and diploma fee of $125.

Information Technology Fee: A fee of $325 per semester is charged to all full-time students.

Late Application for Degree: A charge of $50 is made for any application for a degree filed less than 12 months prior to anticipated completion of degree requirements.

Late Payment (for term/semester) Fee: A charge of $100 is made for failure to make payment by designated due date.

Late Pre-Registration: A charge of $50 is made for failure to pre-register by the designated date for any term of enrollment.

Late Registration: A charge of $100 is made for failure to register by the designated final registration day for any term of enrollment.

Lindamood-Bell™ Learning at Wesleyan is a component of the Student Academic Support Services Program and is offered on a fee-for- service basis.

4 hours of full clinical instruction per week includes one-on-one instruction plus 1 to 2 hours of guided independent application.

($3,000 per semester)

3 hours of full clinical instruction per week includes one-on-one instruction plus 1 to 3 hours of guided independent application.

($2,250 per semester)

2 hours weekly of application clinical instruction includes applying clinical skills to specific course work in one-on-one instruction plus 1 to 2 hours of guided independent application.

($1,500 per semester)

1 hour weekly of application clinical instruction includes applying clinical skills to specific course work in one-on-one instruction plus 1 to 2 hours of guided independent application.

($750 per semester)

May and Summer Terms: All students enrolled in May and Summer Terms will be billed $285 per credit hour for tuition. Only students registered in a course will be permitted to live on campus.

New students enrolling for and living on campus during May Term will be billed prorated room and board for that term.

Mentor Advantage Program Fees:

DEVL 020 Mentor Advantage - Transition Phase ($3,500 per semester)
DEVL 021 Mentor Advantage - Persistence Phase ($2,600 per semester)
DEVL 022 College Transition Group I ($500 per semester)
DEVL 023 College Transition Group II ($500 per semester)
DEVL 024 Evening Check-In ($500 per semester)
DEVL 025 Strategic Content Tutoring I
1 hour of strategic content tutoring ($600 per semester
DEVL 026 Strategic Content Tutoring II
2 hours of strategic content tutoring ($1,200 per semester)
DEVL 027 Strategic Content Tutoring III
3 hours of strategic content tutoring ($1,800 per semester)
DEVL 028 Strategic Content Tutoring IV
4 hours of strategic content tutoring ($2,400 persemester)
DEVL 029 Strategic Content Tutoring V
5 hours of strategic content tutoring ($3,000 persemester)

Nursing Course Fees: Students enrolled in NURS 101 will be assessed a fee of $55. Students enrolled in NURS 220, 240, 320, 340, 350, 440 and 450 will be assessed a fee of $65 per course.

Room Deposit: Enrolled students who plan to live in College housing the following year shall pay a room deposit in the amount of $50 not later than the last day of spring semester exams each year. This deposit will apply toward the student's account for the following semester. This deposit may be refunded if the student notifies the College in writing not later than July 1 that he or she is withdrawing from college.

Scene Painting Course Fee: All students enrolled in THRE 221 Scene Painting will be assessed a fee of $45.

Stage Makeup Course Fee: All students enrolled in THRE125 Stage Makeup will be assessed a fee of $25.

Teacher Education Fee: All students in teacher education will pay a $200 fee for the semester in which they do student teaching.

Transcripts: A charge of $5, payable in advance, is made for each transcript. A written request with student's signature is required.

TERMS OF PAYMENT

Students will be billed in advance of each semester by the Business Office for tuition, fees and other applicable charges. Account balances must be paid in full before each enrollment period OR arrangements must be made to pay via the College's payment plan. This plan allows charges to be spread over ten equal monthly payments. American Express, Mastercard, Visa and Discover card will also be accepted. This payment policy is intended to provide a means of assisting in financing and arranging payment on the student account after awarded financial aid has been applied. Students with unsettled accounts will not be permitted to register. Students are not eligible to receive transcripts of credits or diplomas until all charges are paid in full.

REFUNDS

Funds in excess of institutional costs are refunded to the student after the schedule change period and must be requested in writing. Refunds are subject to the following regulations:

1 For a student withdrawing from the College because of illness, or for other reasons approved by the College, the following refund schedule will be used:

Fall and Spring Semesters
Within 2 weeks.....80% of tuition refunded
2 to 4 weeks .....60% of tuition refunded
4 to 6 weeks .....40% of tuition refunded
After 6 weeks.....No refund

May Term & Summer Term
Within 3 class days .....80% of tuition refunded
4 to 6 class days .....60% of tuition refunded
7 to 9 class days .....40% of tuition refunded
After 9 class days .....No refund
(Students making schedule changes moving them from full-time to part-time status or reducing their part-time load after the first five days of a semester or the first two days of a summer term will receive refunds of the difference in tuition charges according to the schedule listed above for withdrawal from the College.)

2 A student withdrawing from the College during a semester or summer term for any reason other than those stated in 1 above will receive no refund of tuition charges.

3 A student withdrawing from the College during a semester or summer term will receive no refund of charges for room or mandatory fees.

4 A student withdrawing from the College during a semester, May Term or summer term, for any reason, will be refunded a part of the charges for board proportionate to the number of days of the semester or summer term remaining after the meal ticket is surrendered.

5 A student dismissed for disciplinary reasons will receive no refund of any charges, except for board, as provided under 4 above.

6 A student asked to vacate a residence hall room for disciplinary reasons will receive no refund of charges for room.

Refunds of financial aid for students withdrawing prior to completing the term or reducing credit hours to below full-time status are in accordance with institutional policy and certain federal and state regulations.

The Higher Education Amendments of 1998 mandate a refund policy which states that if a recipient of Title IV aid (Federal Pell Grant, Federal SEOG, Federal Perkins Loan, Federal Direct Stafford Loan--subsidized and unsubsidized, Federal Plus Loan) withdraws during a period of enrollment, the institution must calculate the amount of Title IV aid the student did not earn and return those unearned funds to the Title IV programs. Refunds of institutional, state, or outside source aid will be according to the refund schedule published in the school catalog using the official date of withdrawal.

Students wishing to withdraw officially from the College must submit a written request to the Dean of Students. The Withdrawal Form establishes the official withdrawal date to be used by both the Business and Financial Planning offices for the calculation of unearned Title IV aid, retained charges, and distribution of refunded aid. If a student does not officially withdraw, the last documented date of academically-related activity will be used for the refund calculations. For details or examples, students should contact the Office of Financial Planning.

All refund calculations take into account any unpaid institutional charges, the length of the enrollment period, all of the student's educational costs for the enrollment period, and amounts paid toward institutional charges (including financial aid and cash paid by student). Federal workstudy earnings are never included in the calculation, and only the loan amounts actually received are used.

SCHOLARSHIPS AND STUDENT FINANCIAL AID

Financial aid at West Virginia Wesleyan College is available on the basis of scholastic achievement, special talents and abilities, and financial need. Awards are given for a period of one academic year, beginning in August. Students must reapply for all financial assistance each year.

More detailed information is available from the Financial Aid Office or Admission Office. The following describes general guidelines and resources.

Full and Part-time students are required to maintain satisfactory academic progress to receive institutionally funded awards and/or to be eligible for Title IV Aid, such as Federal Pell Grant, Federal SEOG, Federal ACG, Federal SMART, Federal Perkins Loan, and Federal Work-Study. Merit and performance based scholarships have additional requirements for eligibility and renewal. Progress is measured at the end of the academic year.

To determine satisfactory academic progress (able to complete a baccalaureate degree as a full-time student in 6 years), the following progress scale will be used to determine if the student is eligible to receive financial aid for subsequent enrollment periods. The academic progress for students first enrolling during a spring semester will be reviewed at the end of the spring semester. Transfer students will be evaluated prior

to their first semester of enrollment at Wesleyan and again in May of each academic year.

Yearly Progress*	Percentage of Cumulative Hours Attempted that must be Earned	Minimum CGPA**
End of Year 1	80%	1.75
End of Year 2	80%	1.75
End of Year 3	80%	2.00
End of Year 4	80%	2.00
End of Year 5	80%	2.00
End of Year 6	80%	2.00

* Yearly Progress is your standing after the spring semester of each academic year
** Cumulative College Grade Point Average

Merit and performance-based awards have additional requirements for eligibility and renewal.

The Financial Aid Office will notify students not making satisfactory academic progress for renewal of financial aid after grades are finalized each academic year in May. If students wish to appeal a decision, they must file a letter describing special circumstances and plan to meet progress must be filed with the Director of Financial Aid within 15 days of the notification of unsatisfactory academic progress. If a dismissed or suspended student submits an appeal through the Student Affairs Office, that letter will be used by the Financial Aid Office. Students should compare their grade report at the end of each semester to the standards of the academic progress policy. In addition, if enrollment status falls below full time (12 hours per semester), financial aid awards may be canceled and academic progress may be affected.

A grace period of one year will apply **ONLY** to freshman that do not meet the specific renewal criteria for their presidential, academic, or leadership awards at the end of the first year. Students who do not achieve the required GPA after the grace period will receive need-based awards for which they qualify. The Director of Financial Aid will review the files of students outside of the grace period and decide if or how the merit scholarships will be cancelled and/or replaced with other institutional funds.

Grade levels for federal loans will be consistent with institutional classification according to Credit Hours Earned (CHE).

	Freshman	**Sophomore**	**Junior**	**Senior**	**Fifth Year**
CHE	0-29	30-59	60-89	90+	
Grade Level	1	2	3	4	5
Loan Amount	$3,500	$4,500	$5,500	$5,500	$5,500

Procedure to follow when applying for financial aid: (1) When first applying, complete the West Virginia Wesleyan Application for Admission and return it to the Admission Office. (2) Carefully complete the Free Application for Federal Student Aid (FAFSA) and submit it before March 1 to receive primary consideration from available resources.

General information: Financial aid awards for entering students are announced beginning in March; awards for returning students with completed forms are made in June. Renewal forms are made available to returning students in advance of scheduled deadlines.

The College will credit any funds received to the student's account until all institutional charges have been paid, subject to program limitations. Grants, scholarships, and loans will be credited to the student's account (half each semester or as stated); student work earnings will be paid to the student by check on the fifteenth day of the month following the month worked. Federal regulations governing Title IV programs require that financial information for selected applicants be verified before funds can be credited to a student. If selected for verification, students and parents will be notified and given 60 days to provide required documentation and complete the process.

SCHOLARSHIPS

Presidential, Dean's, and Merit Scholarship Program: To recognize significant academic achievement and extracurricular involvement, scholarships are awarded to outstanding freshmen and transfer students. Students meeting the academic criteria will be awarded scholarships ranging from $4,000 to $14,000 per year. These are renewable scholarships based on high academic performance and extracurricular involvement. Information on the application process, required standards, and renewal requirements is available from the Office of Admission and the Office of Financial Aid.

Performing Arts Scholarships: These $500-$4,000 renewable awards recognize superior contributions to the campus in music, theatre and dance. Candidates must audition on campus before March 1. Students who wish to pursue a theatre, musical theatre, or dance scholarship must pursue a major or minor in the Theatre Arts Department.

The West Virginia Wesleyan Performing Arts Scholarship provides awards of $500 to $4,000 annually for up to four years of study. The actual award is based on talent and other aid received. The successful candidate must audition on campus before March 1.

Visual Arts Scholarships: These $500-$3,000 renewable awards recognize superior contributions to the campus in art. Candidates must be a declared major in art and must bring a portfolio to campus before March 1.

Athletic Scholarships: These recognize achievement and potential for success in NCAA II competition. Awards begin at $500. Athletic scholarships are awarded annually based on NCAA II regulations at the recommendation of the Athletic Department.

Legacy Scholarships: Awards of $1,000 per year, renewable for four years, are made to eligible dependents of Wesleyan graduates. Eligibility is based on information provided on the admission application. The combination of a Legacy Scholarship and other College-funded financial assistance cannot exceed annual tuition cost.

Bonner Community Service Scholarships: In partnership with the Corella and Bertram F. Bonner Foundation, Wesleyan offers 15 need- and merit-based awards to entering freshmen who demonstrate outstanding dedication to community service. Candidates must complete the application process and file the Free Application for Federal Student Aid before February 15. A separate Bonner Scholarship Application and on-campus interviews are required for consideration.

United Methodist Ministerial Dependent Grants: These provide one-half of direct costs at Wesleyan for unmarried dependent children (under age 23) of the following members of the West Virginia Conference of The United Methodist Church: full-time ordained ministers, full-time local pastors with at least three years of service, diaconal ministers, and conference missionaries. The United Methodist Ministerial Grant is also available for unmarried dependent children (under age 23) of full-time ordained ministers in other United Methodist conferences. The Ministerial Dependent Grant cannot be combined with other Wesleyan merit programs except Performing Arts, Visual Arts, and Athletics.

Wesleyan Grants: These awards assist full-time applicants who show financial need.

National United Methodist Scholarships: The Board of Higher Education and Ministry of The United Methodist Church annually awards several West Virginia Wesleyan students (usually upperclassmen) scholarships of $500 to $750 each. In order to qualify, a student must meet the general requirements for admission to the College, have been a member of The United Methodist Church for at least one year prior to date of application, be outstanding in Christian motive and purpose, and rank high in scholarship. National United Methodist Scholarships may be renewed, subject to the same conditions as govern original awards. Funds for this program come from the annual Methodist Student Day offering for the Student Loan and Scholarship Fund.
Restricted Scholarships: Various special and restricted scholarships have been established at Wesleyan. These vary in amount and are awarded according to specific criteria of the donors.

The Mason Crickard Scholarship: The Greater Kanawha Valley Foundation, a nonprofit, charitable foundation located in Charleston, West Virginia, awards scholarships from a trust established by Mason Crickard, Wesleyan Class of 1907. The recipients of these competitive grants are students who demonstrate good character, scholastic ability, and leadership potential. In accordance with the provisions of the will establishing the fund, preference is given to residents of Randolph County, Upshur County and the area comprising The Greater Kanawha Valley in West Virginia. Award amounts depend, in part, on the demonstrated need of the recipient. Application information may be obtained from the Office of Admission.

GRANTS

Various grants for educational support are available to qualified students from state and federal sources or are awarded by the College to students manifesting special talents or abilities.

Program Leadership Grants recognize and support student leadership in co-curricular programs of the College, including chapel, publications, and radio.

Federal Pell Grants are made available by the federal government to eligible undergraduate students with financial need. Eligibility is determined by filing the Free Application for Federal Student Aid.

Supplemental Educational Opportunity Grants (SEOG) are awarded annually by the College under a federal program to undergraduate students with exceptional financial need. The grants range from $200 to $4,000.

State Grants are available from various states for use at Wesleyan. All students should inquire into this possibility. West Virginia, Pennsylvania, Delaware, Maryland, Rhode Island, and Vermont are states whose residents may receive a state grant to attend Wesleyan. West Virginia residents should be sure that need analysis forms are submitted before March 1 and that high schools supply grade report forms to the West Virginia Higher Education Grant Program.

STUDENT EMPLOYMENT

Work opportunities for students are available in almost all areas of the College. The federal minimum hourly wage is paid. Financial need is not the only criterion, but a financial aid form is recommended for placement. West Virginia Wesleyan participates in the Community Service Learning Program. Federal funds are available for performing work which primarily benefits the community as defined by the Department of Education. These jobs may be on or off campus.

LOANS

Educational loans offer the possibility of meeting college costs with borrowed money, to be paid back after graduation, usually with favorable repayment terms. Because of periodic revisions in federal programs, students should inquire for more specific information about such loans.

Federal Perkins Loans offer up to $4,000 per year from available federal funds for students with exceptional financial need.

Federal Stafford Loans are intended to make loan money available to students enrolled at least half time in college. Loan amounts are $3,500 for the first year, $4,500 for the second year, and $5,500 for the next three years. Repayment at a favorable interest rate begins six months after the borrower ceases to attend college. Federal Stafford Loans may be subsidized or unsubsidized according to the need as determined by the Free Application for Federal Student Aid. The college will certify the cost, financial aid received, and the calculated family contribution to determine the loan amounts for which the borrower is eligible.

Federal Parent Loan for Undergraduate Students (PLUS) assists families and independent students to assume financial responsibility for their own college education. A parent or independent student may borrow the difference between total cost of education less financial aid, with repayment beginning within 60 days for parental borrowers. Through Pittsburgh National Bank, Wesleyan offers a deferred repayment plan for qualified parent borrowers. Students whose parents have been denied a PLUS Loan are eligible to borrow up to $4,000 for the first two years, and $5,000 thereafter. Students are responsible for the interest, but payments are deferred while they are enrolled at least half-time.

Register

ADMINISTRATIVE OFFICERS AND STAFF

President of the College

President of the College ..... Pamela M. Balch, Ed.D.
Executive Assistant ..... Linda J. Hicks, A.A.
College Counsel ..... David W. McCauley, J.D.
Dean of the Chapel ..... Angela Gay Kinkead, M.Div.
Assistant to the Dean of the Chapel ..... Deborah G. Leigh
Dean of Community Engagement ..... Kimberly M. Yousey, Ph.D.
Director of Institutional Research ..... Tammy J. Crites, M.B.A.
Director of Marketing and Communications ..... Robert N. Skinner, M.A.
Director of College Communication ..... Rochelle L. Long, M.A.
Associate Director of College Communication ..... Duane D. Carpenter
Web Programmer ..... David G. Esaias, B.A.
Director of Athletics ..... Kenneth D. Tyler, M.A. Ed.
Master of Science in Athletic Training Program Director R. Daniel Martin, Ed.D.
Athletic Training Ed. Program Director ..... .Rae L. Emrick, M.S., A.T.C.;
Athletic Trainers ..... Tammie J. Hammon, M.S.,A.T.C.;
..... Brian Potter, M.S., A.T.C., E.M.T.
..... Drue Stapleton , M.Ed., A.T.C.
Baseball Coach ..... Randall L. Tenney, M.A.T.
Men's Basketball Coach ..... William W. Lilly, M.S.
Women's Basketball Coach ..... Steven J. Tierney, M.B.A.
Football Coach ..... William Struble, M.A.T.
Golf Coach ..... John D. Barbour, B.S.
Men's Soccer Coach ..... Gavin D. Donaldson, M.S.
Women's Soccer Coach ..... Glenn D. Francis,C.I.S.
Softball Coach ..... Stephen M. Warner, B.S.
Swimming Coach ..... Mark A. Dziak, B.S.
Tennis Coach ..... Lee A. Underwood, B.S.
Track and Cross Country Coach ..... Jesse F. Skiles, B.A.
Women's Volleyball Coach ..... Andrea M. Morgan, M.B.A.

Vice President for Academic Affairs

Vice President for Academic Affairs and
Dean of the College ..... Larry R. Parsons, D.M.A.
Dean of Graduate Studies & Extended Learning ..... Kathleen M. Long, Ph.D.
Executive Assistant ..... Sara H. Loughney, B.S.
Director of Special Programs .....

Director of Academic & Career Services / Registrar ..... Alice J. Leigh, B.S.
Assistant Director of Academic & Career Services ..... Tammy J Frederick, M.B.A.
Academic & Career Advisor ..... Barbara Morrissette, B.A.
Credentials Analyst/Academic Advisor ..... Lynda S. Bowers
Registration Services Assistant ..... Denise L. Mills

Co-Directors of the Honors Program ..... Devon McNamara, Ph.D.
..... William Mahoney, Ph.D.
Director of Library Services ..... Paula L. McGrew, M.A.L.S.
Head of Reference and Bibliographic Services ..... Paula L. McGrew, M.A.L.S.
Head of Cataloging ..... Judith R. Martin, M.A., M.S.L.S.
Serials Coordinator ..... Carol A. Smith, B.A.
Circulation Supervisor ..... Brett T. Miller, B.A.
Coordinator of Reference & Instructional Services ..... Elizabeth S. Rogers, M.L.I.S.
Acquisitions and Media Services Supervisor ..... Carol M. Bowman, M.L.I.S.
Assistant for Library Electronic Access ..... Richard D. Manspeaker, B.Mus.
Audiovisual Coordinator ..... Robert L. Osburn
Director of the M.B.A. Program .....

Vice President for Student Affairs
Vice President for Student Affairs and
Enrollment Management ..... Julia A. Keehner, M.S.
Executive Assistant ..... Sharon L. Wheeler
Director of Academic & Career Services/Registrar ..... Alice J. Leigh, B.S.
Assistant Director of Academic & Career Services ..... Tammy J. Frederick, M.B.A.
Academic & Career Advisor ..... Barbara Morrissette, B.A.
Credentials Analyst/Academic Advisor ..... Lynda S. Bowers
Coordinator of the Writing Center and E.S.L. Programs ..... Nancy B. Porter, M.S
Director of Admission ..... John R. Waltz, B.A.
Associate Directors ..... Elizabeth A. Lampinen, M.A.;
..... Christopher C. Blackburn, B.A.
Admission Counselors ..... David C. Conley, B.A.;
..... Lindsay M. Elkins, B.A.;
..... Brett B. Ripley, M.B.A.;
..... Caitlin D. Rexrode, B.F.A.
Coordinator of Transfer Students, Recruitment
and Relations ..... Wanda L. Donahue, B.S.
Coordinator of Church Relations ..... Stephen R. McGrew, B.A.
Office Manager & Campus Visit Coordinator ..... Terrie L. Brady, B.A.
Director of Financial Aid ..... Susan M. George, B.S.
Office Manager ..... Eileen Johnston
Coordinator of Technology Processes and Programs
and Financial Aid Counselor ..... Justin T. Haney, B.S.
Financial Aid Counselor ..... Jeanie W. Spitznogle
Director of Counseling and Wellness ..... Michael Kuba, M.A.
Director of Campus Life ..... Alisa M. Lively, M.A.
Residence Life Coordinators ..... Philip Shipley, M.S.;
..... Rebecca R. Kjaerbye, M.Ed..
Coordinator of Campus Activities .....

Director of Leadership Development and
Civic Engagement ..... LeeAnn Fraser Brown, M.A.
Director of Security ..... Tom L. Wingler
Director of Intercultural Relations/
International Student Advisor ..... Christopher Chavers, B.S.
Coordinator of Greek Affairs and Intramurals Director ..... John K. Bohman, M.A.T.
Director of the Learning Center ..... Shawn Mahoney Kuba, Ed.D., LPC
Comprehensive Advisors ..... Suzanne K. Haas, M.A.
..... Susan Marshall, M.A.; Denton King, M.S
Comprehensive Advisor/Learning Center Recruiter ..... Lynne Neaves, M.A.
Lindamood-Bell™ Reading Coordinator ..... Carolyn S. Mallory, M.Ed.,
Clinicians.....Rebecca Gurdak, B.A.
.....Mary Anne Jacobus, B.A.
.....Margaret Miller, B.A.
.....Sharoon Hebb Reed, B.S.
Mentor Advantage Program Coordinator.....Lynne Neaves, M.A.
Mentors.....Teresa Buckner, B.A.
.....Betsy Morgan-Cutright, M.A.
.....Amy Sherwood, B.A., B.S.

Vice President for Financial Affairs

Vice President for Financial Affairs and
Chief Financial Officer ..... Barry R. Pritts, Ph.D.
Executive Assistant ..... Deborah K. Mullens, A.A.S.
Controller ..... Randall W. Crites, M.B.A.
Assistant Controller ..... Lisa D. Phillips, M.B.A.
Payroll Coordinator .....
Custodial Manager ..... Keith A. Moran, M.A.
Director of Administrative Services ..... Keith D. Nichols, B.S. B.A.
Director of Personnel ..... Vickie J. Crowder, M.B.A.
Director of the Bookstore and Convenience Store
(Barnes and Noble) ..... Jennifer Dalton, B.A.
Director of Dining Services (Aladdin) ..... Terry L. Brown
Maintenance Manager ..... Kenneth J. Andrew, B.S.

Vice President and Chief Information Officer

Vice President and Chief Information Officer ..... R. Duwane Squires, M.S.
Manager of Computer Operations ..... Edwin P. Andrew, B.S.
Telecommunications Engineer ..... Neil K. Roth, B.S.
Computer Help Desk Supervisor ..... Robert A. Burch, B.S.
Programmer ..... Jonathan S. Andrew, M.B.A.
Computer Application Support Specialist ..... M. Sue Roth, M.A.T.
Network Specialist ..... James C. Poling, B.S.
Technical Support Specialists ..... Micah J. Snyder, B.A.
..... Leon S. McKisic, B.S.

Vice President for Institutional Advancement

Vice President for Institutional Advancement ..... Tanya L. Shelton, M.A.
Executive Assistant ..... Molly S. Patterson
Director of Annual Giving ..... Jamee N. Scott, B.A.
Director of Development Operations ..... Rose Ellen Loudin, B.A.

Director of Foundation and Government Relations Beverly Bentley-Colthart, M.S.W.
Director of Planned & Major Gifts ..... James C. Owrey, B.S.
Major Gifts Officer ..... Jason S. Bentley, B.A.
Director of Alumni Relations ..... Kristi Lawrence Wilkerson, M.A.
Coordinator of Emeritus Club Activities ..... Harold T. Elmore, M.Div

BOARD OF TRUSTEES

Elected Officers

Lloyd Jackson II, Chair, Hamlin, WV (2009)
Alfred L. Moyé '60, First Vice Chair, San Mateo, CA (2009)
Robert L. Allman II '69, Second Vice Chair, Pittsburgh, PA (2011)
K.C. Caldabaugh '68, Third Vice Chair, Ponte Vedra Beach, FL (2012)
Frederick H. Leasure '70, Fourth Vice Chair, Pittsburgh, PA (2011)
Roger B. Brown '63, Fifth Vice Chair, Darien, CT (2012)
Christine R. Cox '69, Secretary, Lawrenceville, NJ (2010)

Elected Members

Suzan E. Bly '68, Greensboro, NC (2010)
Ellis E. Conley '73, Elkins, WV (2009)
Randall Crawford '89, Pittsburgh, PA (2011)
John D. Esaias '71, Pittsburgh, PA (2009)
Charles R. Evans '69, Alpharetta, GA (2011)
William B. Grant '75, Oakland, MD (2010)
John L. Griffith, Jr.,'69, Princeton, NJ (2009)
William B. Grove, Hon. '86, Charleston, WV (2012)
Marc A. Halbritter, Richmond, VA (2012)
Gary F. Hess '60, San Diego, CA (2011)
David G. Hofstetter, Charleston, WV (2011)
Kevin D. Hoyle '74, Rancho Santa Fe, CA (2011)
Gregory Isaacs '80, Charleston, WV (2011)
Ravi J. Isaiah '81, St. Albans, WV (2012)
Brian A. Maxwell, Pittsburgh, PA (2012)
Ronald M. McCauley '59, Buckhannon, WV (2011)
David C. Myers '70, Chevy Chase, MD (2010)
David R. Peters '65, Charleston, WV (2010)
Kimberly A. Reed '93, Washington, DC (2011)
S. Doug Ritchie '83, Ravenswood, WV (2011)
Mary Jean Taylor '71, Beckley, WV (2011)
Robert B. Walker, Barboursville, WV (2012)
Robert W. Walker, Huntington, WV (2012)
Mara Linaberger Watson '58, Wellsburg, WV (2009)
Linda K. Wellings '92, Buckhannon, WV (2009)
Linda Xander '75, Buckhannon, WV (2011)

Ex Officio Members
Resident Bishop of the West Virginia Area, **Ernest S. Lyght**
Resident Bishop of the Pittsburgh Area, **Thomas J. Bickerton '80**
President of the College, **Pamela Balch '71**
President of the College Alumni Council, **Carolyn R. Shepler '69**, Elkins, WV
Chairperson of the College Faculty Assembly, **Robert O. Rupp**
Chairperson of the College Staff Assembly, **Alisa Lively**
President of the College Community Council, **Elizabeth Short '09,** Cowen, WV

THE FACULTY

The year of the faculty member's initial appointment is given in parentheses.

Susan L. Aloi, *Assistant Professor of Education and Director of the Master's of Arts in Teaching Program* (2007). B.S., M.B.A., West Virginia Wesleyan College; Ed.D., West Virginia University.

D. Scott Bellamy, *Associate Professor of Economics* (1999). B.S., University of Tennessee; M.B.A., East Tennessee State University; M.A., Ph.D., University of Kentucky.

Erin C. Bentley, *Visiting Instructor in Communication* (2005). B.A., West Virginia Wesleyan College; M.A., University of Delaware.

Kwame A. Boateng, *Associate Professor of Political Science* (1994). University Teacher's Diploma, University College of Education, Winneba, Ghana; B.S. Ed., M.S., Ph.D., University of Tennessee, Knoxville.

Michael P. Bobic, *Assistant Professor of Political Science* (2008). B.A., Berea College; M.A., Ph.D., University of Tennessee.

Deborah K. Bush, *Assistant Professor of Education* (2000). B.A., West Virginia Wesleyan College; M.A., West Virginia College of Graduate Studies; Ed.D., West Virginia University.

Richard S. Calef, *Professor of Psychology* (1970). B.A., University of Bridgeport; M.A., Ph.D., Southern Illinois University.

Ruth A. Calef, *Associate Professor of Psychology* (1971). B.A., North Central College; M.A., Ph.D., Southern Illinois University.

Jeffrey R. Carlson, *Instructor of Communication* (2004). B.A., West Virginia Wesleyan College; M.A., Purdue University.

Richard C. Clemens, *Associate Professor of Computer Science* (1977). B.B.A., Ohio University; M.B.A., Bowling Green State University.

Boyd H. Creasman, *Professor of English* (1990). B.A., Middle Tennessee State University; M.A., Ph.D., Florida State University.

Stephen E. Cresswell, *Professor of History* (1986). B.A., University of Virginia; M.A., M.L.S., Catholic University; Ph.D., University of Virginia.

Sherie L. Edenborn, *Assistant Professor of Biology* (2007). B.S., M.S., Clarion University of Pennsylvania.

J. Sage Elwell, *Assistant Professor of Religion* (2008). B.A., William Jewell College; M.A., University of Kansas; M.Litt. Theology, University of St. Andrews.

Nathan Elsener, *Assistant Professor of Dramatic Arts* (2008). B.A., West Virginia Wesleyan College; M.F.A., Florida State University.

Rae L. Emrick, *Assistant Professor in Exercise Science* (2004). B.S., West Virginia Wesleyan College; M.S. Marshall University.

Michael B. Ervin, *Associate Professor of Business* (1993). B.S., B.A., West Virginia University; M.Acc., University of Denver; M.S. in Taxation, University of Hartford; C.P.A.

Shirley D. Fortney, *Associate Professor of Education* (1992). B.A., Fairmont State College; M.A., Marshall University; M.A., West Virginia College of Graduate Studies; Ed.D., Virginia Polytechnic Institute and State University.

Russell H. Francis, *Visiting Assistant Professor of Accounting* (2001). B.S., M.B.A., Indiana University of Pennsylvania; C.P.A..

Barbara E. Frye, *Associate Professor of Nursing* (2008). B.S.N., West Virginia Wesleyan College; M.S.N., West Virginia University.

Peter Galarneau Jr., *Assistant Professor of Communication* (2003). B.A., West Virginia Wesleyan College; M.A. West Virginia University.

Katherine R. Glenney, *Associate Professor of Psychology* (1989). B.A., Susquehanna University; M.S., Shippensburg University; Ed.D., West Virginia University.

Jeffrey L. Godwin, *Associate Professor of Business* (1998). B.B.A., The College of William and Mary; M.Div., Wesley Theological Seminary; M.B.A., West Virginia University; Ph. D., Virginia Tech.

Katharine B. Gregg, *Professor of Biology* (1976). B.A., Emory University; Ph.D., University of Miami.

Mu Hu, *Visiting Assistant Professor of Communication* (2007). B.A., Anhui University, China; M.A., Ph.D., The Ohio State University.

Luke G. Huggins, *Assistant Professor of Biology* (2005). B.S., Albright College; M.S., University of Delaware; Ph.D., State University of New York at Stony Brook.

Kelly T. Hughes, *Visiting Instructor of Business* (2006). B.S., M.B.A., West Virginia Wesleyan College.

Robert N. Hull, *Associate Professor of Philosophy* (1994) B.A., Hamline University; M.A., Ph.D., Iowa State University.

Bernard F. Keating, *Professor of Philosophy* (1977). B.A., The College of William and Mary; M.B.A., West Virginia Wesleyan College; M.A., Ph.D. University of Virginia.

Ashley Lawson, *Instructor of English* (2007), B.A., West Virginia University; M.A., University of Rochester.

Kevin C. Lee, *Associate Professor of Communication* (2008). B.A., Western State College of Colorado; M.A., Central Missouri State University; Ed.D., Oklahoma State University.

Susan B. Leight, *Associate Professor of Nursing* (2004). B.S.N., SUNY Buffalo. M.S.N., Ed.D., West Virginia University.

Thomas L. Leonard, *Associate Professor of Business* (2002). B.S., Indiana University; Ph. D., University of Illinois.

Kathleen M. Long, *Professor of Communication* (1987). A.B., M.A., West Virginia University; M.S., Southern Illinois University; Ph. D., University of Connecticut.

Gretchen H. Lynn, *Associate Professor of Computer Science* (1986). B.S., Concord College; M.S.; University of Tennessee, Knoxville; Ph.D. University of Pittsburgh.

Gregory A. Mach, *Associate Professor of Dramatic Arts* (2000). B.A., Michigan Technological University; M.F.A., University of Mississippi.

William M. Mahoney, *Associate Professor of History* (1983). B.A., University of Delaware; M.A., Wake Forest University; Ph.D., University of Connecticut.

William E. Mallory, *Professor of English* (1969). B.A., The American University; M.A., University of Washington; Ph.D., State University of New York at Buffalo.

Judith R. Martin, *Associate Professor of Library Science* (1976). B.A., Wheeling College; M.A., M.S.L.S., University of North Carolina.

R. Daniel Martin, *Professor of Exercise Science* (2008). B.A., Bethany College; M.S., West Virginia University; Ed.D, West Virginia University.

Paula L. McGrew, *Associate Professor of Library Science and Reference Librarian* (2001). B.S., West Virginia Wesleyan College; M.A.L.S., Rosary College.

Judith A, McKinney, *Professor of Nursing* (1977). B.S., West Virginia Wesleyan College; M.A., M.S.N., Ed.D., West Virginia University.

Devon McNamara, *Associate Professor of English* (1997). B.A., Principia College; M.A. University of Illinois; Ph.D., New York University.

Melody J. Meadows, *Professor of Music* (1995). B.A., Davis and Elkins College; M.A.T., West Virginia Wesleyan College; D.M.A., University of Michigan.

Karen S. Miller, *Assistant Professor of Sociology and Criminal Justice* (2008). B.S., M.S., Eastern Kentucky University; Ph.D., University of Kentucky.

James H. Moore, *Visiting Instructor of Music* (2006). B.A, West Virginia University; M.A., University of the Arts.

Mark Aaron Nelson, *Instructor of Art* (2007). B.F.A., Marshall University

Larry R. Parsons, *Professor of Music* (1968). B.A. Kansas Wesleyan University; M.S.M., Southern Methodist University; D.M.A., University of Illinois.

Karl Paoletti, *Visiting Assistant Professor of Music* (2004). B.M.E., Ohio State University; M.M., University of South Carolina.

Carol A. Pelletier, *Associate Professor of Art* (1997). B.F.A., University of Maine at Presque Island; M.F.A., James Madison University.

Karen R. Petitto, *Associate Professor of Educational Technology* (1992). B.A., Fairmont State College; M.Ed., University of North Carolina at Greensboro, Ed.D. West Virginia University.

Vicki C. Phillips, *Assistant Professor of Religion* (1998). B.A., St. John's College; M.A., University of California, San Diego; M.T.S., Harvard Divinity School; Ph.D., Vanderbilt University.

G. Albert Popson Jr., *Professor of Physics and Engineering* (1989). B.S., M.S., Indiana University of Pennsylvania; Ph.D., Clemson University.

Shauna Popson, *Associate Professor of Nursing* (1998). B.S.N., Alderson-Broaddus College; M.S.N., West Virginia University.

Courtney Ross, *Visiting Assistant Professor of Sociology* (2007). B.A., West Virginia University; M.S. Virginia Polytechnic Institute & State University.

Robert O. Rupp, *Professor of History* (1989). B.A., Ohio Wesleyan University; M.A., Ph.D., Syracuse University.

Linda R. Sabak, *Professor of Music* (1974). B.Mus., M.Mus., D.M.A., West Virginia University.

Tammy J. Samples, *Assistant Professor of Education* (2008). B.S., West Virginia University; M.A., M.A., Marshall University.

Nathaniel L. Sams, *Visiting Instructor of Mathematics* (2008). B.A., B.S., M.S., West Virginia University.

Richard Schmitt, *Associate Professor of Creative Writing and English* (2002). B.A., University of Florida; M.F.A., Warren Wilson College.

Thomas I. Schoffler, *Assistant Professor of Musical Theatre* (2007). B.A., West Virginia Wesleyan College; M.F.A., University of Texas at Austin.

Hamid Shaafi, *Associate Professor of Business and Economics* (1990). B.S., M.P.A., University of Tehran; Ph.D., Syracuse University; C.M.A., C.F.M.

Aaron R. Smith, *Visiting Assistant Professor of English* (2008). B.A., West Virginia Wesleyan College; M.F.A., University of Pittsburgh.

Drue T. Stapleton, *Assistant Professor in Exercise Science and Athletic Training* (2005). B.S., State University of New York at Cortland; M.Ed., Salisbury Univ.

Jeanne D. Sullivan, *Associate Professor of Biology* (1993). B.A., M.A., University of Texas at Austin; Ph.D., University of Maryland.

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Joseph E. Wiest, *Professor of Physics* (1973). B.S., Eastern Illinois University; M.S., Ph.D., University of Kentucky.

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Katherine Lane Antolini, *Lecturer in History.* M.A.

Robert E. Baden, *Lecturer in Music*. B.M.E.

Terri Blake, *Lecturer in Biology*. Ph.D.

John K. Bohman, *Lecturer in Health and Physical Education*. M.A.T.

Marguerite Bostonia, *Lecturer in Music*. M.Mus.

Cynthia Brissey, *Lecturer in Biology*

Russell P. Bush, *Lecturer in Education,* M.A.T.

Melissa Charlton-Smith, *Chemistry Lab and Supplies Coordinator*, B.S.

Amelia Clark, *Lecturer in Sociology*. Ph.D.

Sandra Currence, *Lecturer in Education,* M.A.T.

Gavin D. Donaldson, *Lecturer in Geography*. M.S.

John Epler, *Lecturer in Mathematics*, M.Ed.

Marty Eshelman, *Lecturer in Education.* B.S.

Kristin S. Floyd, *Lecturer in Business.* M.E.C.

Kelly E. Hall, *Lecturer in English.* M.A.

Peggy Hall, *Lecturer in E.S.L.*. M.A.

Anne D. Hamilton, *Lecturer in Music.* M.M.

Tammie J. Hammon, *Lecturer in Health and Physical Education*. M.S., ATC, CSCS

T. Mark Hamrick, *Lecturer in Music*. B.S.

Joan K. Harman, *Lecturer in Communication.* M.A.
Allison A. Hull, *Lecturer in Biology.* M.S.
Angela Gay Kinkead, *Lecturer in Christian Education.* M.Div.
Michael Kuba, *Lecturer in Psychology.* M.A.
William Lilly, *Lecturer in Exercise Science.* M.S.
J. Mark Lynch, *Lecturer in Education.* M.A.
Richard Manspeaker, *Lecturer in Music.* B.Mus.
David W. McCauley, *Senior Lecturer in Business.* J.D.
Carol D. Means, *Associate Professor of Education* (2002).
Gretchen Moore, *Lecturer in Dance.* B.A.
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Sara Shawger, *Lecturer in Art.* M.F.A.
Jesse Skiles, *Lecturer in Health and Physical Education.* B.A.
Bonnie J. Smith, *Clinical Instructor in Nursing.* M.S.N., F.N.P.
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Linda Wagner, *Lectuer in Music.* B.A.
Stephen D. Warner, *Lecturer in Criminal Justice.* J.D.
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Index

A

Academic & Career Center 169
Academic Integrity 172
Academic Probation 160
Academic Status 160
Academic Suspension 161
Accounting 38
Accreditation 11
Administrative Officers and Staff 190
Admission 175
Admission, Conditional 177
Advanced Placement by Examination 177
Advising, Academic 13
Alternate Entry Program 162
Alternative Entry Program 177
Applied Music 112
Art 26
Art Education 70
Arts Administration 31
Assessment 163
Athletic Training 31
Attendance Requirements 158
Auditing 158
Automobiles 173, 180

B

Biology 31, 70
Board, Expenses of 179
Business 37
Business Administration 38
Business Administration, Graduate Program in (M.B.A.) 143

C

Calendar 4
Campus Center 166
Cancellation of Courses 158
Career Planning 169
Chemistry 44, 70
Children's Ministry 49
College Courses 50
Commencement 22
Communication 51
Communication Studies 51
Community Council 167
Computer Information Science 57
Continued Academic Probation 161
Contract, Learning. *See* Individualized Instruction
Contract Major. *See* Individualized Major
Cooperative Programs 18
Counseling Services 169
Course Load 157
Course Numbering System 25, 142
Credit for Educational Experiences in the Armed Forces 162
Credit for Noncollegiate Study 162
Credit for Professional Studies 18, 24
Credit Hours 158
Criminal Justice 60
Cultural Events 167

D

Dance 61
Deans 201
Dean's List 160
Degree, Application for 23
Degrees, Additional 24
Degrees with Distinction 22
Developmental Courses 63
Directed Study 19
Disciplinary Procedures 172
Dismissal, Academic 161

E

Economics 64
Education 66
Employment, Student 188
Engineering Physics 120
English 70, 76
English as a Second Language 81, 84
Environmental Science 82
Examination, Credit by 162
Exercise Science 84
Expenses 179

F

Faculty 194
Family Ministry 49
Fees 179
Finance 38
Financial Aid 184
Five-Year Undergraduate/M.B.A. Program 42
Food Service 171
French 106

G

Gender Studies 94
General Studies 13
Geography 95
Goals of the Wesleyan Experience 7
Good Standing 160
Grade Point Average 159
Grade Reports 160
Grades and Quality Points 159
GraduatePrograms 141
Graduation, Requirements for 22
Grants 187
Greek 106

H

Health 84
Health Promotion/Fitness Management 84
Health Services 166
History 95
Honors and Awards 168
Honors Program 18
Housing 171
Housing, Expenses of 179

I

Individualized Instruction 19
Individualized Major 20
Information Technology 10
Instructional Offerings 25
Insurance 166
Interdisciplinary Courses 99
International Baccalaureate Diploma 178
International Business 38
International Opportunities 20
International Students, Admission of 177
International Studies 101
Internships 20

J

Judicial System 172

L

Learning Center. *See* Student Academic Support Services
Library 10
Library Science 102
Life Experience, Credit for. *See* Alternate Entry Program
Literature 77
Loans 188

M

M.B.A. Program 143
Majors, Additional 24
Management 38
Marketing 38
Master of Science, Athletic Training 153
Master's in Education 147

Mathematics 70, 102
May Term 21, 180
Media Studies 52
Meida Studies 105
Minors 21
Mission, Statement of 7
Multicultural Studies 107
Music 107
Music Education 108

N

Nursing 113

O

Orientation 168, 179
Outreach Ministry 49

P

Pass/Fail Courses 159
Pastoral Leadership 49
Payment, Terms of 183
Philosophy 118
Philosophy and Religion 119
Physical Education 70
Physical Education and Health 119
Physical Sciences 119
Physics 71
Physics and Engineering 120
Policies, General College 172
Pre-Art Therapy 27
Preprofessional Programs 21
Probation, Academic 160
Professional Degree, Bachelor's Degree Following 24
Psychology 126
Public Relations 52

R

Readmission 176
Refunds 183
Registration 157
Religious Life Program 165
Repeated Courses 159
Residency Requirement 23
Rules for Living 172

S

Scholarships 186
Scholarships and Financial Aid 184
Semester Hours 158
Social Studies 71
Sociology 131
Spanish 106
Special Education Courses 76
Sports 166
Student Academic Support Services 169
Student Activities 167
Student Employment 188
Student Services 168
Study Abroad. *See* International Opportunities

T

Teacher Education 67, 182
Testing Service 170
Theatre Arts 135
Transcripts, Charge for 182
Transfer, Admission by 176
Transfer Credit 162
Tuition 179

W

Warning, Academic 160
Withdrawal from Courses 157
Writing 77
Writing Center 171

Y

Youth Ministry 49